DOCUMENT RESUME

ED 174 858 CE 022 591

TITLE	Consumer's Choice. A Manual of Supplemental Consumer Education Teaching Strategies. Developed for Grades K-4.
INSTITUTION	Allegheny Intermediate Unit, Pittsburgh, Pa.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.
BUREAU NO	564AH80135
PUB DATE	79
NOTE	290p.
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Academic Education: Art Activities: *Behavioral Objectives: Concept Teaching: *Consumer Education: Elementary School Mathematics: Elementary Science: *Interdisciplinary Approach: Language Arts: *Learning Activities: Primary Education: Science Activities: Social Studies: *Teaching Techniques

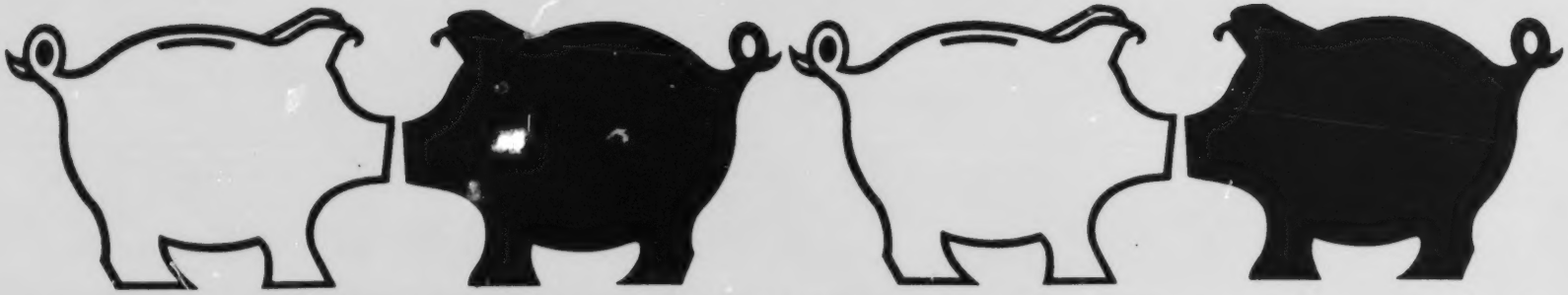
ABSTRACT

Designed for grades K-4, this manual contains suggested teaching strategies for infusing consumer education into the academic areas of art, language arts, mathematics, science/health, and social studies. Each of the twenty to thirty learning activities provided for each of the academic areas is based on competencies related to one of four concepts: basic economics of the market place: legal rights, redress, and consumer law: major purchases of products and services: and special problems such as advertising and product safety. Included with the learning activities are resources needed, followup activities, and student performance indicators. All together, twenty-four consumer competencies, each with several sub-competencies, are covered (e.g., "Demonstrate the use of the monetary system," and "Analyze advertising and its influence on the consumer"). A resource list is appended. (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE 022 591

ED174858



CONSUMER'S CHOICE

A Manual of Supplemental Consumer Education Teaching Strategies. Developed for Grades K-4.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TABLE OF CONTENTS

INTRODUCTION III

ACKNOWLEDGEMENTS IV

PDE CONSUMER EDUCATION COMPETENCIES V

CONSUMER EDUCATION SUB-COMPETENCIES (K-4) VIII

INTERDISCIPLINARY STRUCTURE FOR CONSUMER EDUCATION XIV

RELATED ACTIVITIES CHART XV

ART 1

LANGUAGE ARTS 22

MATHEMATICS 40

SCIENCE/HEALTH 59

SOCIAL STUDIES 88

BIBLIOGRAPHY 118

FREE MATERIALS TO EDUCATORS 125

INTRODUCTION

Consumer Education is a vital need for all students at all levels of their education. It is imperative that young people are properly trained to cope with the complexities of the marketplace which they face. They need to recognize their rights and responsibilities as consumers in our society and moreover to make intelligent decisions in light of their personal and economic value system.

Extensive efforts must be made to integrate Consumer Education into the total school curricula to help these young students understand the economic system in which they function. To meet this need, Project ICE (Integrated Consumer Education) has developed a manual of suggested teaching strategies for infusing consumer learnings into the academic disciplines of Art, Language Arts, Mathematics, Science/Health and Social Studies. The sections which follow, pertain to the primary level (grades K-4). Manuals for intermediate (grades 5-8) and senior high (grades 9-12) have also been developed. The intent of these guides is to provide a scope and sequence design of activities dealing with consumer issues.

This manual is divided into five sections to illustrate a framework by which Consumer Education can be infused into an ongoing curricula. The purpose of the strategies is to correlate them to what is currently being taught in a classroom situation. Such a technique will have positive results in assisting students to understand the relevance of Consumer Education in their daily lives.

The activities included herein are based on the following concepts:

Basic Economics of the Marketplace
Legal Rights, Redress and Consumer Law
Major Purchases of Products and Services
Special Problems Such as Advertising and Product Safety

Although a structure for infusing Consumer Education is a necessary tool for introducing and initiating related activities, flexibility and an atmosphere for creative thinking are of primary importance. Therefore, it is of benefit to the teacher and students to analyze their own school situations and tailor the suggested activities to their unique programs and interests.

ACKNOWLEDGEMENTS

We wish to express our appreciation to the school districts and staff who so willingly shared their time and expertise in developing the strategies contained in this Manual. As a result of their efforts, a workable guide for infusing Consumer Education into all curricular areas has been produced. The following persons from the school districts of Northgate, Penn Hills, and Shaler participated in the curriculum development.

Sheila Blumer
Paula Gordon
Patricia Gray
Janet Hyland
Jill Knox
Diane Kochanowski
Susan Lange
Ann Logue
Dennis McKeown
Marsha Morris
Kathleen Mullen
William Schiffhauer
Eloise Thomas
Mary Ellen Uhl

Beverly Yaskanich

CONSUMER EDUCATION COMPETENCIES

FROM THE

PENNSYLVANIA DEPARTMENT OF EDUCATION

Former Secretary of Education, John C. Pittenger, designated Consumer Education as a curriculum priority in Pennsylvania. He appointed various members of his staff to a Task Force whose responsibility was to develop an awareness of consumer affairs in the classroom. Members of this Task Force represented various academic disciplines such as economics, business education, mathematics, social studies, science, home economics, and fine arts.

The result of the Task Force endeavors was a list of Consumer Education competencies applicable to a K-12 continuum. In that the Department sanctions this list as a means to a comprehensive program of instruction in Consumer Education, it has been used as a basis for development of the ICE Manual.

The following Consumer Education competencies have been arranged according to the concepts which have been identified for use in this manual.

CONCEPT: BASIC ECONOMICS OF THE MARKETPLACE

Compare the advantages and disadvantages of financial security with the advantages and disadvantages of risk-taking.

Recognize the differences and similarities of consumer values in a variety of cultures and socio-economic groups.

Recognize the difference between real needs and perceived wants and be able to explain their impact on consumer choices.

Identify human and personal values and goals in relation to family, community, and society.

Develop a consumer value system that considers a self-determined quality of life rather than only the quantity of acquisition.

Perform mathematical operations necessary for consumer activities.

Demonstrate the ability to plan how present and future income is spent.

CONCEPT: BASIC ECONOMICS OF THE MARKETPLACE (CONTINUED)

Demonstrate the use of the monetary system.

Describe the interrelationship of supply and demand, production and distribution, and their effects on prices and consumer behavior.

Describe the effects of political and economic consumer behavior on the marketplace.

Provide examples of the interdependence of world economics as it influences the consumer.

CONCEPT: LEGAL RIGHTS, REDRESS, AND CONSUMER LAWS

Identify and explain the rights and responsibilities of renters, lessors, and owners.

Identify and describe various types of consumer legislation and protection, especially those relevant to women, minorities, and certain age groups.

Identify nongovernment agencies and organizations that provide consumer information.

Demonstrate the ability to inquire or complain about products and services and to obtain redress for grievances.

CONCEPT: MAJOR PURCHASES OF PRODUCTS AND SERVICES

Develop a personal consumer value system that depends on a self-determined consideration of beauty, function, and conservation.

Use both metric and English systems to determine lengths, volumes, weights/masses, and areas.

Analyze and compare various consumer contracts such as insurance policies, warranties, guarantees, loan and credit agreements, leases, and purchase agreements.

Compare the quality and desirability of competitive goods and services in order to make decisions on purchases.

CONCEPT: MAJOR PURCHASES OF PRODUCTS AND SERVICES (CONTINUED)

Make use of banking and other monetary services available to consumers.

Describe the advantages and disadvantages of various types of stores and businesses, (i.e. department stores, supermarkets, discount stores, retail stores, wholesale outlets, cooperatives).

CONCEPT: SPECIAL PROBLEMS SUCH AS ADVERTISING AND PRODUCT SAFETY

Use pertinent information as a basis for evaluating and selecting services, practices, and products of various types.

Buy, use and maintain equipment/products according to established safety standards.

Analyze advertising and its influences upon the consumer.

2. Demonstrate an awareness of their values and goals by comparing them with those of their family and community.

Develop a consumer value system that considers a self-determined quality of life rather than only the quantity of acquisition.

1. Demonstrate the ability to recognize basic human needs.
2. Determine which goods and services may make life more than just existance.

Perform mathematical operations necessary for consumer activities.

1. Demonstrate the ability to recognize numerals.
2. Demonstrate the ability to use ones, tens, hundreds and thousands notations.
3. Demonstrate the ability to add and subtract whole numbers.
4. Demonstrate the ability to solve monetary problems by using the dollar sign and decimal point correctly.
5. Demonstrate the ability to count by ones, twos, fives, tens and twenty-fives to a dollar (100).
6. Demonstrate the ability to compute various coin combinations to total a dollar.

Demonstrate the ability to plan how present and future income is spent.

1. Demonstrate a knowledge of the monetary reward income system, as understood by the student, by explaining income and expenditure as they relate to the home and community.
2. Determine the use of specific income by identifying which of several goods or services to purchase.

Demonstrate the use of the monetary system.

1. Demonstrate how money represents financial worth/wealth.

CONSUMER EDUCATION SUB-COMPETENCIES

PRIMARY GRADES K-4

Compare the advantages and disadvantages of financial security with the advantages and disadvantages of risk-taking.

1. Demonstrate an understanding of money as the representation of financial worth/wealth.
2. Demonstrate an understanding of the purchasing power that money represents and recognize the consequences tied to the lack of it.
3. Demonstrate a knowledge of purchasing power and wise use of such power.
4. Demonstrate an understanding of the importance of personal choice in planning for financial security.

Recognize the differences and similarities of consumer values in a variety of cultures and socio-economic groups.

1. Demonstrate an awareness that people acquire many different articles and services.
2. Demonstrate a knowledge about the variability of choice among people of different cultures and socio-economic groups.

Recognize the difference between real needs and perceived wants and be able to explain their impact on consumer choices.

1. Determine basic human needs.
2. Determine which goods and services may make life more than just existence.
3. Demonstrate an understanding of the difference between needs and desires by eliminating unnecessary items from a comprehensive list of goods and services.
4. Demonstrate an understanding that many wants are a result of advertising claims.

Identify human and personal values and goals in relation to family, community and society.

1. Determine their individual consumer values and compare them with those of their peer group.

2. Demonstrate a knowledge of the variability of choice among peoples of the world.

Identify and explain the rights and responsibilities of renters, lessors and owners.

1. Demonstrate an understanding of "own" and rent."

2. Demonstrate an understanding of the responsibility for property, whether owned or rented.

Identify and describe the various types of consumer legislation and protection, especially those relevant to women, minorities and certain age groups.

1. Demonstrate a knowledge of laws and regulations that protect children from unfair or dangerous selling practices.

Identify nongovernment agencies and organizations that provide consumers information and protection.

1. Demonstrate an awareness of non-government agencies and organizations devoted to aiding consumers.

Demonstrate the ability to inquire or complain about products and services and to obtain redress for grievances.

1. Demonstrate an understanding of the right to inquire or complain about products or services that fall short of advertised claims.

2. Demonstrate the ability to be precise and polite in registering an oral complaint.

Develop a personal consumer value system that depends on a self-determined consideration of beauty, function and conservation.

1. Demonstrate an understanding of the role that personal preference plays in selecting and caring for clothing, living areas and items which are the students'.

2. Demonstrate an awareness of social acceptance and its effect on things such as the way one dresses, the cars one buys, the home one lives in, etc.

2. Demonstrate a knowledge of the purchasing power that money represents and recognize the consequences tied to the lack of it.

3. Demonstrate the ability to solve monetary problems by correctly using the dollar sign and decimal point.

4. Demonstrate the ability to count by ones, twos, fives, tens and twenty-fives to total a dollar ($1.00).

5. Demonstrate the ability to compute coin combinations to total a dollar.

6. Demonstrate an understanding that money represents value.

Describe the interrelationship of supply and demand, production and distribution, and their effects on prices and consumer behavior.

1. Demonstrate the ability to explain supply and demand, production and distribution in terms of their own experience.

Explain the importance of the profit motive in a free enterprise economy.

1. Determine the principles of a free enterprise economy and compare it with other types of economic systems.

2. Determine how the profit motive has operated in their own experience.

3. Demonstrate the ability to identify other types of work incentives.

Describe the effects of political and economic consumer behavior on the marketplace.

1. Demonstrate a knowledge about consumer behavior by listing different types in which they engage.

2. Determine what is meant by good and bad consumer behavior.

Provide examples of the interdependence of world economics as it influences the world and explain the need for such products.

1. Determine some examples of special products produced in other parts of the world and explain the need for such products.

Describe the advantages and disadvantages of various types of stores and businesses (i.e. department stores, supermarkets, discount stores, retail stores, wholesale outlets, cooperatives).

1. Demonstrate a knowledge of various types of stores and reasons for shopping in them.

Use pertinent information as a basis for evaluating and selecting services, practices and products of various types.

1. Determine from a few basic characteristics which services, practices and products will be best for selected individuals.
2. Demonstrate an understanding of how information gathering is necessary to making wise purchases.

Buy, use and maintain equipment/products according to established safety standards.

1. Demonstrate an understanding of basic safety practices in the use of simple tools, toys, cleansing materials and medicines.
2. Demonstrate an understanding of the term "maintenance" and the role that maintenance plays in the extended life and safe operation of equipment.
3. Demonstrate an understanding of basic safety procedures in the use of electrical equipment.
4. Demonstrate a knowledge of the proper use of knives, scissors, axes, sporting goods, shop tools, etc.
5. Demonstrate an understanding of safety precautions for pedestrians, bicycles and automobiles.
6. Demonstrate an awareness of individual and group responsibility for the care of private and public property.

Analyze advertising and its influence upon the consumer.

1. Demonstrate an understanding that many wants are the result of advertising claims.
2. Demonstrate an understanding of the right to inquire or complain about products or services if they do not fulfill advertised claims.
3. Determine the effect that advertising has upon them as consumers.

Use both metric and English systems to determine lengths, volumes, weights/masses and areas.

1. Demonstrate the ability to determine lengths in the English system by using inch, foot and yard and in the metric system by using millimeter, centimenter and meter.

2. Demonstrate the ability to determine weights/masses in the English system by using ounce and pound and in the metric system by using gram and kilogram.

3. Demonstrate the ability to determine liquid volume in the English system by using ounce, pint and quart and in the metric system by using cubic centimeter (millimeter) and liter.

Analyze and compare various consumer contracts such as insurance policies, warranties, guarantees, loan and credit agreements, leases and purchase agreements.

1. Demonstrate an understanding that insurance policies are consumer contracts to protect individuals and/or property.

2. Demonstrate an awareness that a guarantee is a consumer contract designed to force replacement of defective articles purchased or to support a claim against an advertiser.

3. Demonstrate an understanding of loans, charge accounts and credit cards by describing how they aid purchasers but bind them to later payments.

Compare the quality and desirability of competitive goods and services in order to make decisions on purchases.

1. Demonstrate an understanding of comparison and decision making techniques by describing how goods are sold by weight, number or size.

2. Demonstrate the ability to recognize that color, size, taste, smell, feel, use and other factors influence the purchase of articles.

Make use of banking and other monetary services available to consumers.

1. Demonstrate an understanding of how money is saved for later use.

2. Demonstrate a knowledge of institutions established for saving money and for providing services dealing with money.

AN INTERDISCIPLINARY STRUCTURE FOR CONSUMER EDUCATION

The following chart illustrates the applicability of integrating consumer education into existing curricula. Many of the suggestions which appear below are included in this manual.

ART

Various types of stores (department, grocery, dairy, etc.)
Advertising claims
Family needs
Community helpers
Beauty vs. function
Factors influential in purchase of articles (color, size, taste, smell, etc.)
Safety practices
Maintenance of toys, equipment

LANGUAGE ARTS

Understanding semantics and advertising
Label analysis
Mass media advertising
Understanding simple legal vocabulary
Composition of a complaint letter
Using reading stories as a basis for discussion of social acceptance and its effect on the way we dress, where we live, etc.
Gathering information to make wise purchases
Stating oral complaints precisely and politely

MATHEMATICS

Budgeting time and money (allowance)
Computations related to spending and saving
Simulated personal checking
Metric system
Making change
Purchasing power of money
Solving monetary problems using the dollar sign and decimal point
Comparison shopping--weight, number, size

SCIENCE/HEALTH

Environmental information
Nutrition studies
Food sanitation
Effects of chemicals, electricity, and gasoline
Energy conservation
Metric measurements
Prescriptions and drugs
Health services of the community (immunization, poison control)
Home safety practices

SOCIAL STUDIES

Rights and responsibilities of the consumer
Agencies that help the consumer
Rights and responsibilities of business
Money identification--coins, bills, etc.
Wants vs. needs
Special products produced in other parts of the world
Buying and care for food, clothing and housing
Comparison shopping
Use of community resources

RELATED ACTIVITIES CHART

The Consumer Education activities described in this manual have been organized according to major subject areas. The following chart categorizes the Consumer Education activities according to Pennsylvania Department of Education competency providing easy reference to pages which contain activities for a particular competency or interest area. The activities may be used individually or grouped together to form units of study suitable for use in one subject area or several areas. Units of study may be drawn from the chart simply by combining some or all of the related activities which are grouped together.

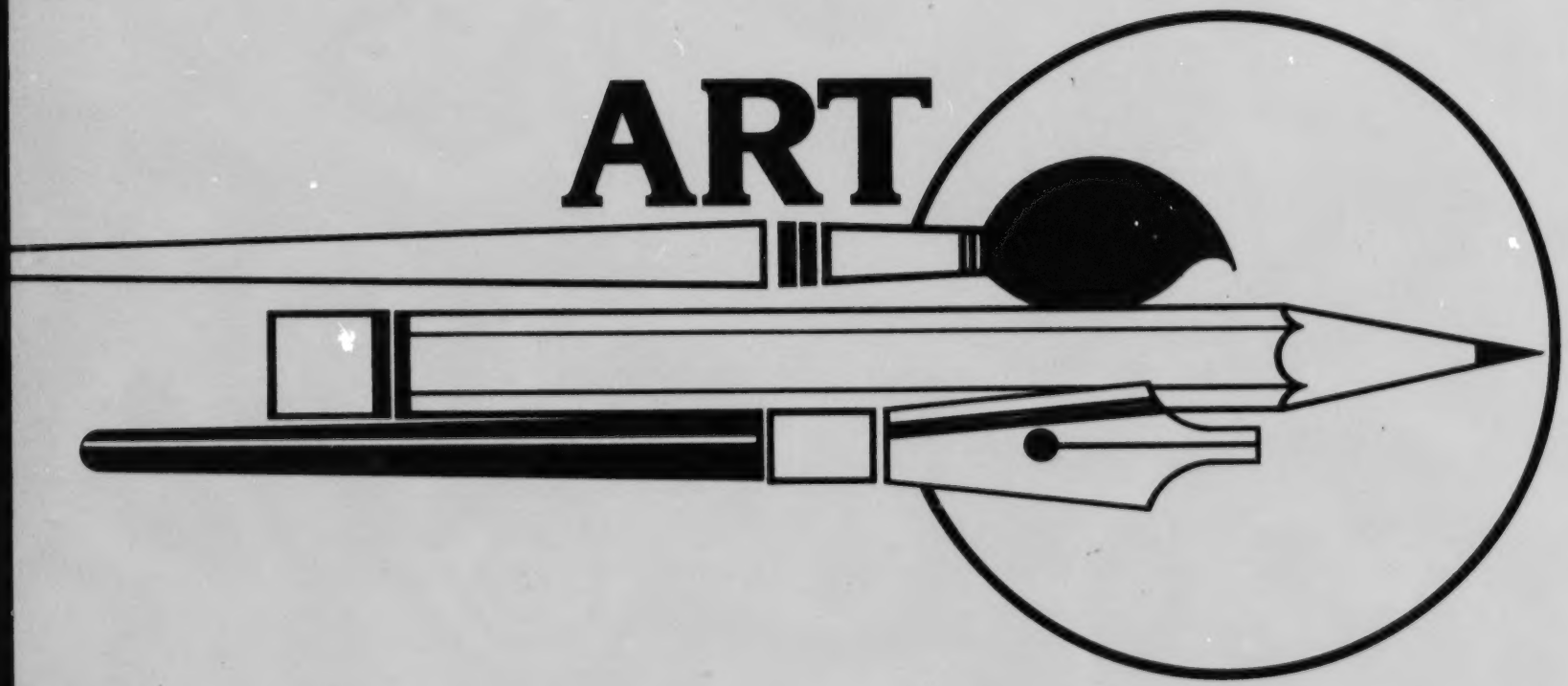
COMPETENCY	PAGE NUMBERS
Compare the advantages and disadvantages of financial security with the advantages and disadvantages of risk-taking.	40, 41, 42, 88, 89, 90.
Recognize the differences and similarities of consumer values in a variety of cultures and socio-economic groups.	1, 2, 22, 23, 59 through 66, 91 through 95.
Recognize the difference between real needs and perceived wants and be able to explain their impact on consumer choices.	43, 44, 61 through 66, 93, 94, 95.
Identify human and personal values and goals in relation to family, community, and society.	24, 96.
Develop a consumer value system that considers a self-determined quality of life rather than only the quantity of acquisition.	3, 97, 98, 99.
Perform mathematical operations necessary for consumer activities.	46, 47.
Demonstrate the ability to plan how present and future income is spent.	4, 48, 67, 68, 100, 101.
Demonstrate the use of the monetary system.	5.
Describe the interrelationship of supply and demand, production and distribution, and their effects on prices and consumer behavior.	49, 50, 102.
Describe the effects of political and economic consumer behavior on the marketplace.	103.

RELATED ACTIVITIES CHART (CONTINUED)

COMPETENCY	PAGE NUMBERS
Provide examples of the interdependence of world economics as it influences the consumer.	104, 105.
Identify and explain the rights and responsibilities of renters, lessors, and owners.	51. 69.
Identify and describe various types of consumer legislation and protection, especially those relevant to women, minorities, and certain age groups.	70.
Identify nongovernment agencies and organizations that provide consumer information.	71, 72.
Demonstrate the ability to inquire or complain about products and services and to obtain redress for grievances.	25, 26.
Develop a personal consumer value system that depends on a self-determined consideration of beauty, function, and conservation.	6, 7, 8, 29, 30, 106.
Use both metric and English systems to determine lengths, volumes, weights/masses, and areas.	52.
Analyze and compare various consumer contracts such as insurance policies, warranties, guarantees, loan and credit agreements, leases, and purchase agreements.	53, 54.
Compare the quality and desirability of competitive goods and services in order to make decisions on purchases.	11, 12, 13, 32, 73, 74, 75, 76, 107.
Make use of banking and other monetary services available to consumers.	55, 56.
Describe the advantages and disadvantages of various types of stores and businesses (i.e. department stores, supermarkets, discount stores, retail stores, wholesale outlets, cooperatives).	14, 15, 33, 34, 77, 78, 108.
Use pertinent information as a basis for evaluating and selecting services, practices, and products of various types.	16, 57, 58, 79, 80, 109, 110.

RELATED ACTIVITIES CHART (CONTINUED)

COMPETENCY	PAGE NUMBERS
Buy, use and maintain equipment/products according to established safety standards.	17, 18, 81 through 86, 111 through 116.
Analyze advertising and its influence upon the consumer.	19, 20, 21, 35 through 39, 117.


ART

ART

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the differences and similarities of consumer values in a variety of cultures and socio-economic groups.

SUB-COMPETENCY: Demonstrate a knowledge about the variability of choice among people of different cultures and socio-economic groups.

SUGGESTED CLASSROOM ACTIVITIES

Discuss differences of people in various cultures. Make hand puppets depicting the native dress of a particular country. Children may want to choose the native dress of the country of their ancestors.

Students will study crafts of several different countries and discuss how and why these crafts originated in that country. For example: Basket Weaving origin:

1. Availability of reeds and fibers
2. Practicality of using them as containers
3. Development from practicality to aesthetics

RESOURCES

Filmstrip: "Clothing Around the World," EBE.

Books: Social Studies Texts

FOLLOW-UP ACTIVITIES:

Each child may use his/her puppet to discuss the goods and services available in that particular country.

Students will create crafts which have originated in other countries. (Maracas from gourds, basket weaving, mexican clay projects, etc.)

ART

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the differences and similarities of consumer values in a variety of cultures and socio-economic groups.

SUB-COMPETENCY: Demonstrate a knowledge about the variability of choice among people of different cultures and socio-economic groups.

(continued from page 1)

PERFORMANCE INDICATORS:

The student will recognize the similarities and differences of consumer values in various cultures.

Students will recognize the degree of variability in choice of art form among people of different cultures due to climate, vegetation, availability of materials, etc.

ART

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Develop a consumer value system that considers a self determined quality of life rather than only the quantity of acquisition.

SUB-COMPETENCY: Determine which goods and services may make life more than just existence.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Invent and draw a new labor saving device, e.g. automatic bed maker.	Speakers
Have a local potter demonstrate his/her craft.	Local potter
Change by use of illustration an existing functional product to one that is more luxurious by redesigning it.	

FOLLOW-UP ACTIVITIES:

Show and explain how the new invention operates.

Discuss how the product of a potter may enrich life.

Ask students to create a design for a new labor saving device.

PERFORMANCE INDICATOR:

Children will become aware of goods and services that make life more than just an existence.

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Demonstrate the ability to plan how present and future income is spent.

SUB-COMPETENCY: Determine the use of specific income by identifying which of several goods or services to purchase.

SUGGESTED CLASSROOM ACTIVITIES

Discuss money saving advantages of hand-made crafts versus store-bought items. Follow this discussion by making any craft utilizing materials gathered from the environment. Suggested activities include:

Macrame	Corn Husk Dolls
Tie Dye Shirts	Seed Pictures
Crepe Paper Flowers	Pop Corn Garland
Quilts	Pine Cone Christmas Decorations
Apple Head Sculptures	Sea Shell Macaroni Jewelry Boxes
Potato Prints	Dried Flower and Weed Arrangements

RESOURCES

Speaker: Manager of local craft store

FOLLOW-UP ACTIVITIES:

Compare the cost of the crafts made by hand and similar crafts found in stores.

Suggest use of above items for gift giving.

PERFORMANCE INDICATOR:

Students will be able to determine the savings factor between hand-crafted and store-bought items.

ART

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Demonstrate the use of the monetary system.

SUB-COMPETENCY: Demonstrate how money represents financial worth/wealth.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Pretending that each child has been given a vast sum of money to spend on themselves, have students make a collage of the luxuries in which they would indulge. Students will use major department store catalogs to compute the total price of all the luxuries in the collage.	Pictures: Cut from magazines Catalogs: Department stores

FOLLOW-UP ACTIVITIES:

Show and tell discussions.

PERFORMANCE INDICATORS:

Through discussion students will have a greater understanding of the role money plays in a person's standard of living.

Students will be able to distinguish approximate costs of various items chosen for the collage.

ART

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Develop a personal consumer value system that depends on a self-determined consideration of beauty, function and conservation.

SUB-COMPETENCY: Demonstrate an understanding of the role that personal preference plays in selecting and caring for clothing, living areas and items which are the students.

SUGGESTED CLASSROOM ACTIVITIES

Teacher reads one color selection from "Hailstones and Halibut Bones." Students then list what their favorite color brings to mind and draws a picture of one item from the list.

Students can design their own outfit for a designated occasion (include material swatches).

Students can make a diorama of their "dream" bedroom.

Students will design a collage with fabrics of various colors and textures, and/or papers of various textures, e.g. sandpaper, corrugated, tissue, crepe, etc.

Follow-up with a discussion of personal preferences and a display of the finished product.

Students will create a pinch pot or coil pot from clay and decorate with texture. Teacher will discuss with them the possibility of the use and accessibility of clay found near their home as opposed to store bought clay. Discuss function of clay pot and beauty of the pot.

RESOURCES

Magazines.

Art Supplies: Materials scraps, shoe boxes, spools, matchboxes, paper, etc.

Pictures from home decorating magazines of rooms and houses

Wallpaper sample books

Visit to the local recycling center

Book: Designing with Everyday Materials: Corrugated Paper

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Develop a personal consumer value system that depends on a self-determined consideration of beauty, function and conservation.

SUB-COMPETENCY: Demonstrate an understanding of the role that personal preference plays in selecting and caring for clothing, living areas and items which are the students.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
(continued from page 6)	
Throughout the year, ask students to contribute ideas of materials available at home which may be substituted for art materials used in class. A chart may be kept of these ideas.	Book: Art from Found Materials
Give out prepared ditto on homemade finger paint, paste, and clay from Scrapcraft-50 Easy to Make Handicraft Projects.	Book: Scrapcraft-50 Easy to Make Handicraft Projects, Judith Cheate and Jane Green

FOLLOW-UP ACTIVITIES:

Share ideas, projects and pictures with each other.

Discuss purposes and preferences in choices.

Encourage students to repeat projects done in art class with available materials at home.

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Develop a personal consumer value system that depends on a self-determined consideration of beauty, function and conservation.

SUB-COMPETENCY: Demonstrate an understanding of the role that personal preference plays in selecting and caring for clothing, living areas and items which are the students.

(continued from page 7)

PERFORMANCE INDICATORS:

Students will be able to express their personal preferences through discussion of their finished projects.

Students will become aware of individual differences by listening to project critiques.

Students will be able to name materials found at home which may be used for art projects.

Students will bring in completed projects done at home with substituted materials.

ART

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Develop a personal consumer value system that depends on a self-determined consideration of beauty.

SUB-COMPETENCY: Demonstrate an awareness of social acceptance and its effect on things such as the way one dresses, the cars one buys, the home one lives in.

SUGGESTED CLASSROOM ACTIVITIES

Show pictures of various types of homes.

Children can make a two or three dimensional replica of the homes they live in.

Present series of filmstrips on clothing.

RESOURCES

Art Materials: Construction paper, paste, etc.

Magazines: Home and decorating magazines

Filmstrip: "Clothing," Encyclopedia Brittanica Educational Corporation

FOLLOW-UP ACTIVITIES:

Draw a picture of a person from a different land, dressed in the style of their homeland.

Draw a picture of early people (cave dwellers) making sure their clothing reflects the conditions under which they lived.

Draw a picture of what you think clothes will look like in the future.

Evaluate pictures.

ART

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Develop a personal consumer value system that depends on a self-determined consideration of beauty.

SUB-COMPETENCY: Demonstrate an awareness of social acceptance and its effect on things such as the way one dresses, the cars one buys, the home one lives in.

(continued from page 9)

PERFORMANCE INDICATOR:

Students will be able to list several types of homes, cars, clothing, etc. that one chooses to be socially acceptable.

ART

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Compare the quality and desirability of competitive goods and services in order to make decisions on purchases.

SUB-COMPETENCY: Demonstrate the ability to recognize that color, size, taste, smell, feel, use and other factors influence the purchase of articles.

SUGGESTED CLASSROOM ACTIVITIES

Teacher chooses several products with packaging that definitely appeals to the senses. (Example: Rice Krispies - go Snap, Krackle, Pop)

Make a chart categorizing the products into The Five Senses as a basis for analyzing the qualities of the products.

Using empty product containers, students will design labels incorporating appropriate use of words and colors to appeal to as many senses as possible.

RESOURCES

Several products that have packaging that appeals to the senses

Chart: Prepare a chart on the five senses

Book: The Advertisement Book, Stanley Skinner

FOLLOW-UP ACTIVITIES:

Slogan game--Teacher reads familiar slogans involving senses and asks students to identify the products. The Advertisement Book has many of these slogans.

PERFORMANCE INDICATORS:

Students will be able to identify words associated with the senses used in advertising.

Students will be able to identify the senses toward which a product's packaging and advertising is geared.

ART

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Compare the quality and desirability of competitive goods and services in order to make decisions on purchases.

SUB-COMPETENCY: Demonstrate an understanding of comparison and decision making techniques by describing how goods are sold by weight, number and size.

SUGGESTED CLASSROOM ACTIVITIES

Students can analyze and compare packages on the basis of size, content, and cost. After a discussion, students may construct a giant size replica of the products.

RESOURCES

FOLLOW-UP ACTIVITIES:

Make a display of the finished products that the children have made.

ART

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Compare the quality and desirability of competitive goods and services in order to make decisions on purchases.

SUB-COMPETENCY: Demonstrate an understanding of comparison and decision making techniques by describing how goods are sold by weight, number and size.

SUGGESTED CLASSROOM ACTIVITIES

Teachers will discuss the advantages and disadvantages of buying items (e.g., pizza) individually or as a group.

Students will be given a 4 x 4 square of oaktag. Using a basic salt dough recipe and paint, they will reproduce a piece of pizza. Discuss the cost of pizza bought individually. Assemble pieces into a large pizza. Compare savings of quantity buying.

RESOURCES

Art Supplies: Oaktag, salt dough recipe, paint

FOLLOW-UP ACTIVITIES:

Encourage students to obtain pamphlets and/or other information from local fast food establishments in order to compare costs.

ART

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Describe the advantages and disadvantages of various types of stores and businesses.

SUB-COMPETENCY: Demonstrate a knowledge of various types of stores and reasons for shopping in them.

SUGGESTED CLASSROOM ACTIVITIES

Discuss types of stores needed in a town. Using milk cartons with manila store fronts, plan and lay out a small town or shopping center consisting of stores essential to meet the basic needs.

RESOURCES

Art Supplies: Empty milk cartons, miscellaneous supplies

Film: "Let's Visit a Shopping Center"

FOLLOW-UP ACTIVITES:

Expand and enlarge the milk carton community.

PERFORMANCE INDICATOR:

Children will have a knowledge of the wide variety of stores and services available in a community.

ART

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Describe the advantages and disadvantages of various types of stores and businesses.

SUB-COMPETENCY: Demonstrate a knowledge of various types of stores and reasons for shopping in them.

SUGGESTED CLASSROOM ACTIVITIES

Using a shoe box, design a store window display (using pipe cleaner mannequins, little dolls etc.) and cover window opening with cellophane.

Teacher suggests a product, i.e. corn. Students are asked to take an imaginary trip to a town and find all corn-related products or services, i.e. corn in a movie theater, corn poppers in a department store, corn husk dolls in craft or gift store, corn that is frozen, pickled, canned, etc. in grocery store, animal corn in feed store, etc. Students will then paint a picture of the store they have chosen with corn-related product or service.

RESOURCES

Book: Good Cents-Every Kid's Guide To Making Money, Houghton Company

Book: Scrapcraft, 50 Easy To Make Handicraft Projects

FOLLOW-UP ACTIVITIES:

On an open house, or parent night, have the students set up their own "stores" actually in business for that evening. Excellent ideas are found in Good Cents-Every Kid's Guide To Making Money, Houghton Company.

Students will construct a craft project using corn in some form, i.e. popcorn garland, Indian corn mosaic, corn cob doll, corn husk wreath or doll.

PERFORMANCE INDICATORS:

Students will be able to use an ordinary product in one of many ways to create a craft.

Students will be able to paint a picture of one of many ways a basic product is sold as a good or service.

ART

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Use pertinent information as a basis for evaluating and selecting services, practices and products of various types.

SUB-COMPETENCY: Determine from a few basic characteristics which services, practices and products will be best for selected individuals.

SUGGESTED CLASSROOM ACTIVITIES

Teacher and class discuss familiar products and how they are geared to appeal to a specific group. (For example, Tony the Tiger on Frosted Flakes appeals to children and Wheaties appeals to athletes.)

The teacher will select a specific product. The class will be divided into sections and each section must promote the product to appeal to the type of individual for which the product is made. Five sections might include appealing to babies, third or fourth graders, mothers, fathers, grandparents, or appealing to athletes, doctors, sweet fanatics, nutrition conscious.

RESOURCES

Empty product packages to be used as examples

Book: The Advertisement Book, Stanley Skinner

FOLLOW-UP ACTIVITIES:

The students will interchange product logo characters and redesign them to adapt to new products, i.e. interchange Tony the Tiger and Mrs. Olson making the necessary changes for Tony to appeal to adult coffee drinkers and Mrs. Olson to attract children to Frosted Flakes.

PERFORMANCE INDICATOR:

Students will be able to design an ad to promote a product to a particular age or group.

66

67

ART

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment/products according to established safety standards.

SUB-COMPETENCY: Demonstrate a knowledge of the proper use of knives, scissors, axes, sporting goods, shop tools, etc.

SUGGESTED CLASSROOM ACTIVITIES

Show the movie "Using and Caring for Art Materials." Discuss and demonstrate each new material when used throughout the year.

Teacher demonstrates proper procedure in using scissors. Class participates in a Polish paper cutting activity with origami paper.

Show movie "Prints." Students will use knives to carve potatoes which may be used to create a printed design.

RESOURCES

Movie: "Using and Caring for Art Materials," Centron Corporation

Book: Good Cents-Every Kid's Guide To Making Money, Houghton Mifflin Company

Movie: "Prints." ACE Productions

Book: Let's Make More Presents, Esther Hautzig
Shows vegetable printing

FOLLOW-UP ACTIVITIES:

Gift wrap paper, stationary, and greeting cards are ideas for the end product. (Movie - "Prints")

PERFORMANCE INDICATOR:

Students will be able to demonstrate safe and proper use of art materials.

ART

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment products according to established safety standards.

SUB-COMPETENCY: Demonstrate an understanding of the term "maintenance" and the role that maintenance plays in the extended life and safe operation of equipment.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Toy Repair Shop--Have children bring in toys that need minor repairs to make them more appealing. Such repairs as painting, sewing, pasting, cutting, washing, etc. could be done with supervision.	
Speaker: Police officer discussing bicycle safety, maintenance and registration.	Film: "Bike Talk," and "I'm No Fool with a Bicycle"
After a discussion, make posters from heavy oaktag (various shapes) promoting bicycle safety.	

FOLLOW-UP ACTIVITIES:

Flea market--children could either trade their "new" toys with each other or sell them to make money for a good cause.

Hang posters throughout the school.

PERFORMANCE INDICATORS:

Students will be able to clean and maintain their toys.

Students will become safety conscious.

ART

CONCEPT: Special Problems such as Advertising and Product Safety

COMPETENCY: Analyze advertising and its influence on the consumer.

SUB-COMPETENCY: Demonstrate an understanding that many wants are the result of advertising claims.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Teacher will show examples of catchy, emotional adjectives and phrases on packages and lead a discussion on the visual impact of colors, types of lettering, etc. Students will then arrange their name in cut letters on poster paper surrounded by exciting adjectives to "sell themselves" as a friend.	Book: The Advertisement Book, Stanley Skinner
Students will view the movie "The Six Billion $$$ Sell."	Film: "The Six Billion $$$ Sell"
Students will create an ad for a useless or undesirable object (such as a leaf or moldy piece of bread) so that others would want it.	Filmstrips: "The Commercial," and "You, the Consumer," S. V. E.
Students will view the film "Soopergoop."	Film: "Soopergoop," Churchill Films

FOLLOW-UP ACTIVITIES:

Critique positively each student's work choosing the most appealing aspects.

Students will discuss how advertising can make us want to buy things.

PERFORMANCE INDICATORS:

Students will be able to identify current fads.

Students will be able to recognize catchy, emotional phrases used in advertising.

CONCEPT: Special Problems such as Advertising and Product Safety

COMPETENCY: Analyze advertising and its influence upon the consumer.

SUB-COMPETENCY: Determine the effect that advertising has upon them as consumers.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Teacher selects imaginary cereal names. Students design an appealing ad for the products.	
Students are given five descriptive words. Create a product and its advertisement.	Book: The Advertisement Book, Stanley Skinner
Video tape a commercial created by students for an original products.	Kit: Consumer Advertising Kit, Procter and Gamble Education Services.
Invite a guest speaker from an advertising agency to discuss advertising techniques.	Speaker: Advertising Agency
Discuss symbols in general and lead into a discussion of product trade marks. Using two or three colored markers and blank film or clear acetate, students will design a symbol for their family. They should be small enough to be made into a slide.	Book: World of Logotypes, Volume II, The Trademark Encyclopedia, Al Cooper
Have children cut out symbols and trademarks from different packaged goods. Discuss the symbols and their effects on the customer.	

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Analyze advertising and its influence upon the consumer.

SUB-COMPETENCY: Determine the effect that advertising has upon them as consumers.

(continued from page 20)

FOLLOW-UP ACTIVITIES:

Best ad created by students is voted upon. Students discuss effect of advertising appeal.

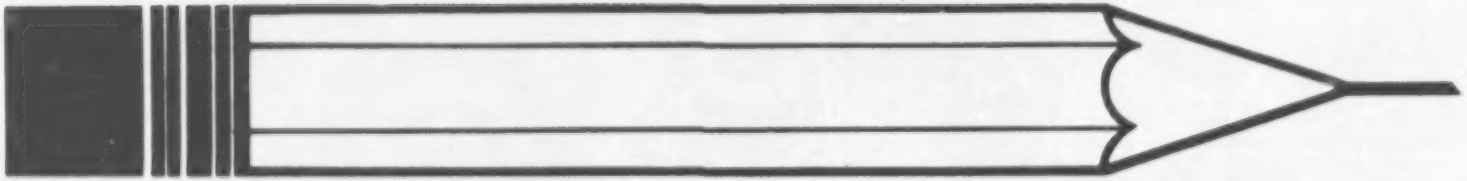
Guest speaker from local ad agency or graphic arts studio can discuss his/her job and professional activities.

Prepare a slide presentation of family symbols, narrated by each student as to why he or she chose this particular symbol.

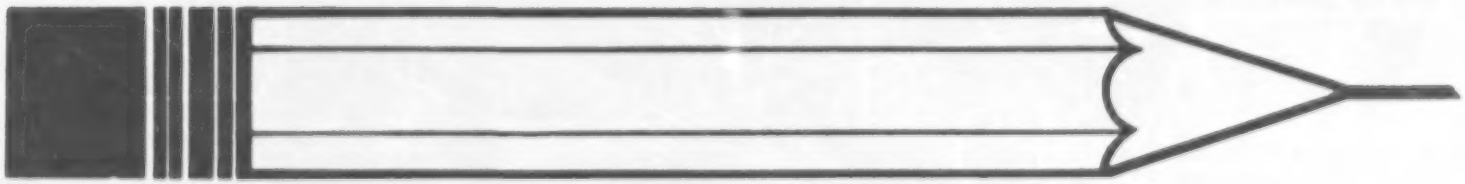
PERFORMANCE INDICATORS:

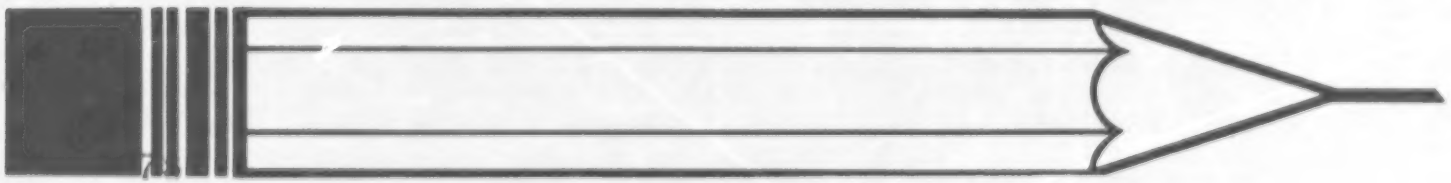
Students will be able to apply knowledge gained to everyday situations.

Students will be able to demonstrate an ability to discuss and evaluate the techniques of advertising.



LANGUAGE ARTS





LANGUAGE ARTS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the differences and similarities of consumer values in a variety of cultures and socio-economic groups.

SUB-COMPETENCY: Demonstrate an awareness that people require different articles and services.

SUGGESTED CLASSROOM ACTIVITIES

Make a list of articles and services that families require at home and classify them.

Ask the school librarian for books or stories dealing with goods and services. Read these stories to the class and follow with a discussion.

Show the filmstrip series, "People Serving Your Community."

Use the story study prints called Helpers to discuss various goods and services.

Show the film, "We Want Goods and Services."

Discuss the difference in needs for various geographic locations and compare to the children's needs (i.e. cold climate needs vs. warm climate products).

Give children story starters, "If I lived in _____, I would need to buy _____." Have the children draw pictures to accompany their stories.

Given a subject such as cooking, washing, serving, etc., children will draw a picture comparing the task in pioneer days to the present time.

80

RESOURCES

Book and Filmstrip: What Do People Do All Day, by Richard Scarry, Random House.

Film: "We Want Goods and Services"

Books, magazines

Filmstrip: "People Serving Your Community" Series, National Geographical Society

Pictures: Helpers, S.V.E.

81

LANGUAGE ARTS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the differences and similarities of consumer values in a variety of cultures and socio-economic groups.

SUB-COMPETENCY: Demonstrate an awareness that people require different articles and services.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
(continued from page 22)	
Discuss how needs have changed from the past to the present and what new products and services may evolve in the future.	Film: "The Farm."

FOLLOW-UP ACTIVITIES:

Visit two places--one which provides goods and another which provides services. (Example: local bakery and fire department)

Divide the class into two teams. The first pupil on the starting team will name a kind of service. The pupil on the other team has to name a worker who performs this service. If the answer is correct, his or her team scores a point and that student then names another service.

Make a collage of goods and services.

Have the children design a future product or service and describe its function or value. (i.e. space-age fuel station, robot cleaners)

PERFORMANCE INDICATOR:

Given a list of goods and services, the children will be able to classify them appropriately.

LANGUAGE ARTS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Identify human and personal values and goals in relation to family, community and society.

SUB-COMPETENCY: Determine their individual consumer values and compare them with those of their peers, family and community.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Given a certain amount of money each child will make a list of goods that she/he would buy. In a discussion group, the students will expalin why they purchased certain articles and compare their purchases and reasons with those of the rest of the class.	
Each child will poll family, relatives, or neighbors to discover their purchasing goals and compare these in a discussion.	Family, neighbors, friends
Students will make a graph of responses including reasons why they purchased the product (i.e. liked the ad, disliked the ad, recommended by a friend, liked the packaging, special offer, other). Students will write a paragraph to interpret their findings.	

FOLLOW-UP ACTIVITY:

Each child will make another list of goods he/she would buy and compare it to the first to see if any values have been changed.

PERFORMANCE INDICATOR:

Children will be able to recognize that consumer values differ among peers, family and community members.

LANGUAGE ARTS

CONCEPT: Legal Rights, Redress and Consumer Laws

COMPETENCY: Demonstrate the ability to inquire or complain about products and services and to obtain redress for grievances.

SUB-COMPETENCY: Demonstrate an understanding of the right to inquire or complain about products or services that fall short of advertised claims.

SUGGESTED CLASSROOM ACTIVITIES

View and discuss the filmstrip, "When Things Don't Work."

View and discuss the filmstrip, "Let the Buyer Beware."

Bring in guarantees. Discuss the purpose of a guarantee, define the language and terms used, and compare it to the actual performance of the products.

The child will write a polite, concise letter of complaint to a manufacturer (fictional or real).

The children will write polite, concise letters of complaint to the editor of a local newspaper.

RESOURCES

Filmstrip and Cassette: "When Things Don't Work," from Alice in Consumerland Kit, January Productions

Filmstrip: "Let the Buyer Beware," from Getting Your Money's Worth Kit, S.V. E.

FOLLOW-UP ACTIVITIES:

Children can bring in actual products they have bought that fall short of advertised claims.

Discuss how to follow through with their complaints.

87

86

CONCEPT: Legal Rights, Redress and Consumer Laws

COMPETENCY: Demonstrate the ability to inquire or complain about products and services and to obtain redress for grievances.

SUB-COMPETENCY: Demonstrate an understanding of the right to inquire or complain about products or services that fall short of advertised claims.

SUGGESTED CLASSROOM ACTIVITIES

RESOURCES

(continued from page 25)

PERFORMANCE INDICATORS:

Given a set of circumstances the children will be able to recognize when a product falls short of an advertised claim.

Given a set of circumstances the child will be able to demonstrate the ability to write a letter of complaint.

LANGUAGE ARTS

CONCEPT: Legal Rights, Redress and Consumer Laws

COMPETENCY: Demonstrate the ability to inquire or complain about products and services to obtain redress for grievances.

SUB-COMPETENCY: Demonstrate the ability to be precise and polite in registering an oral complaint.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Role playing--One child will be a consumer with a complaint and the other will be a store owner.	
Role play a situation in which the child will find it necessary to call on a consumer agency with a complaint.	Toy Telephone

FOLLOW-UP ACTIVITY:

Have students share the information with other classes. Groups of children may go to different classrooms and act out their role-playing skits for the children.

PERFORMANCE INDICATOR:

The children will be able to make a polite oral complaint.

LANGUAGE ARTS

CONCEPT: Legal Rights, Redress and Consumer Laws

COMPETENCY: Identify nongovernment agencies and organizations that provide consumers information and protection.

SUB-COMPETENCY: Demonstrate an awareness of nongovernment agencies and organizations devoted to aiding consumers.

SUGGESTED CLASSROOM ACTIVITIES:	RESOURCES
Show the filmstrip, "When Things Don't Work" and discuss it.	Filmstrip: "When Things Don't Work," from Alice in Consumerland Kit, January Productions.
Students may prepare a list of consumer agencies and organizations and discuss their function.	Speaker: From a consumer agency
Students may use a telephone directory to locate agencies which benefit consumers.	Telephone Directory

FOLLOW-UP ACTIVITY:

Invite a speaker from one of the agencies to the classroom to discuss his/her role in consumer protection.

PERFORMANCE INDICATOR:

The students will be able to select an appropriate agency for a specific consumer problem when given a list of agencies available.

92

93

LANGUAGE ARTS

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Develop a personal consumer value system that depends on a self-determined consideration of beauty, function, and conservation.

SUB-COMPETENCY: Demonstrate an understanding of the role that personal preference plays in selecting and caring for clothing, living areas, and items which are the students.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Given a set of items, the children will select one they would purchase and give reasons for their preference. Students will compare their selections with those of other classmates.	Magazines, catalogs
The students will make a list of various factors to be considered whey buying a product. They will use this list to evaluate their choices.	Filmstrip: "Buying Wisely," from Getting Your Money's Worth, S.V.E.
Show the filmstrip series, Clothing, Shortstrip Filmstrip, and discuss. Also show Getting Your Money" Worth Series.	Filmstrips: "Clothing in Early America," "Early Man's Clothing," "The Fashion Industry," "Clothing in in the Future," from Clothing, Shortstrip Filmstrip Series, Encyclopedia Brittanica Educational Corporation.

FOLLOW-UP ACTIVITY:

Using a fixed amount of money, students will decide on a gift or gifts for the school nurse, janitor, principal, etc. The children will consider personal tastes and needs and product quality.

PERFORMANCE INDICATOR:

The students will be able to give reasons for selecting an item for purchase.

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Develop a personal consumer value system that depends on a self-determined consideration of beauty, function, and conservation.

SUB-COMPETENCY: Demonstrate an awareness of social acceptance and its effect on things such as the way one dresses, the car one buys, the home one lives in, etc.

SUGGESTED CLASSROOM ACTIVITIES

Take a poll in the classroom to see what trends in fashion the children are following. Point out similarities in dress. Have the children determine why they choose certain kinds of clothing and how influential social acceptance is on their choices.

Have children interview parents, grandparents or older brothers and sisters to see what fads were prevalent when they were the same age.

Determine changes in buying trends as related to social acceptance.

Show the filmstrip, "Blue Jeans, Bubble Gum, and Comic Books." View the film, "Clothes Around the World." Discuss emphasizing the social acceptance influence on choice.

RESOURCES

Filmstrip: "Blue Jeans, Buttle Gum, and Comic Books," from You, The Consumer Kit, S. V. E.

Magazines

Film: "Clothes Around the World"

FOLLOW-UP ACTIVITIES:

Gather fad items or pictures from the present and past to display and compare.

Hold a fashion show depicting various trends in fashion.

96

97

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Develop a personal consumer value system that depends on a self-determined consideration of beauty.

SUB-COMPETENCY: Demonstrate an awareness of social acceptance and its effect on things such as the way one dresses, the car one buys, the home one lives in, etc.

(continued from page 30)

FOLLOW-UP ACTIVITIES:

(continued from page 30)

Make a collage of pictures of popular items. Discuss reasons for their popularity--whether they are purchased only for social acceptance and/or practical purposes.

PERFORMANCE INDICATOR:

The students will be able to determine whether the motivation in choosing certain articles for purchase is for social acceptance or practical purposes.

LANGUAGE ARTS

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Compare the quality and desirability of competitive goods and services in order to make decisions on purchases.

SUB-COMPETENCY: Demonstrate an understanding of comparison and decision-making techniques by describing how goods are sold by weight, number, or size.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Bring in various sizes of the same product. Read the labels to compare weight, number, or size as related to the prices of each item.	
Bring in the same products made by different companies and compare weight, volume and size.	Grocery items (i.e. boxes, jars, cans, etc.)
Show the film, "Brand Names and Labeling Games" and follow-up with a discussion.	Film: "Brand Names and Labeling Games"

FOLLOW-UP ACTIVITY

Set up a classroom store. Give children a set amount of play money and a list of items needed (i.e., cereal, soap, meat, etc.) and have them make purchases. Compare children's selections to determine who got the most for their money.

PERFORMANCE INDICATOR:

The children will be able to identify variations in labeling and packaging and choose the product which gives the best value for their money.

LANGUAGE ARTS

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Describe the advantages and disadvantages of various types of stores and business (i.e. department stores, supermarkets, discount stores, retail stores, wholesale outlets, cooperatives).

SUB-COMPETENCY: Demonstrate a knowledge of various types of stores and reasons for shopping in them.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Discuss where individual families shop for different kinds of things and why they choose that kind of store.	Yellow Pages, newspaper ads
Make a chart of different kinds of stores and the items that are available at each.	
Discuss differences between wholesale, retail and discount stores.	
Use newspapers, magazines and catalogs to compare prices at various kinds of stores.	
Show the film, "Let's Visit a Shopping Center."	Film: "Let's Visit a Shopping Center," BFA Educational Media

FOLLOW-UP ACTIVITIES:

Visit a shopping mall to become more aware of the various types of stores, their merchandise and comparative prices.

Have speakers from competitive stores come in to discuss the advantages of shopping in their store.

Children will role-play the parts of managers of the various stores and give reasons why people should shop in their store.

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Describe the advantages and disadvantages of various types of stores and business (i.e. department stores, supermarkets, discount stores, retail stores, wholesale outlets, cooperatives).

SUB-COMPETENCY: Demonstrate a knowledge of various types of stores and reasons for shopping in them.

(continued from page 33)

PERFORMANCE INDICATOR:

Given a list of several different items, the children will be able to determine the specific store in which to purchase the items.

LANGUAGE ARTS

CONCEPT: Special Problems Such as Advertising and Products Safety

COMPETENCY: Analyze advertising and its influences on the consumer.

SUB-COMPETENCY: Demonstrate an understanding that many wants are the results of advertising claims.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Discuss the differences between wants and needs.	
Show the filmstrip, "When There's a Hole in Your Pocket." Complete the Garden of Wishes activity from filmstrip teacher's guide.	Filmstrip: "When There's a Hole in Your Pocket," from Alice in Consumerland Kit, January Productions
Do the Endorsement Wheel Activity from The Big Book of Writing Games and Activities.	Book: The Big Book of Writing Games and Activities, Kaplan, Modsen and Gould; Goodyear Publishing Company, California, 1975.
Have children give reasons why they want certain things and analyze to what extent advertising has influenced their choices.	
Show the filmstrip, "The Toy Store."	Filmstrip: "The Toy Store," from Economics for Primaries, Cathedral Films, Q.E.D. Productions.
Ask students to bring in toys that didn't live up to advertising claims and explain why they didn't meet those claims. Compare the actual toys with pictures in advertisements or on television.	Local advertising agency
Have children watch television for various lengths of time and count the number of times a program was interrupted by a commercial. They can also note how often the same kind of product was advertised.	

106

107

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Analyze advertising and its influences on the consumer.

SUB-COMPETENCY: Demonstrate an understanding that many wants are the results of advertising claims.

SUGGESTED CLASSROOM ACTIVITIES

(continued from page 35)

Have children tell about their favorite television commercials or advertisements and explain why they like them.

Have the students be consumer detectives by keeping track of what they consume in a day. They can then determine which things are wants and which are needs.

Compare the advertising techniques used in different media for the same products.

Discuss reasons for famous people endorsing certain products such as Farah Fawcett endorsing shampoo. Give the children a list of products and have them select characters who might endorse them.

Mismatch a character and a set of products and have the children write a funny story about them, such as Mickey Mouse endorsing mouse traps, or Joe Namath endorsing panty hose.

RESOURCES

Television, magazines, newspapers

LANGUAGE ARTS

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Analyze advertising and its influences on the consumer.

SUB-COMPETENCY: Demonstrate an understanding that many wants are the results of advertising claims.

SUGGESTED CLASSROOM ACTIVITIES

RESOURCES

(continued from page 36)

FOLLOW-UP ACTIVITY:

Invite a person from an advertising agency to explain the purposes of advertising and techniques of advertising.

PERFORMANCE INDICATOR:

Given examples of advertisements or television commercials, the children will be able to recognize which products fulfill needs and which products are only wants created by the advertising claims.

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Analyze advertising and its influence upon the consumer.

SUB-COMPETENCY: Determine the effect that advertising has upon them as consumers.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Show and discuss filmstrip, "Catch a Commercial." Complete Television Research activity in filmstrip teachers's guide.	Filmstrip: "Catch a Commercial," from Alice in Consumerland Kit, January Productions
Discuss purposes of commercials and their advantages and disadvantages.	Filmstrip: "The Commercial," from You, The Consumer Kit, S. V. E.
Do the activity Mother Hubbard's Cupboard from The Big Book of Writing Games and Activities.	Book: The Big Book of Writing Games and Activities, Kaplan, Madsen, and Gould, Goodyear Publishing Company, California, 1975
Have children collect ads from magazines and newspapers and discuss the terminology used to persuade them to buy the items.	
Discuss and give examples of advertising gimmicks (i.e. free gifts, coupons, mail order items, etc.).	
Ask students to bring in items from home and test them in the classroom to see if they meet advertising claims.	
Show the film, "Soopergoop."	Film: "Soopergoop," Churchill Films
Show the film, "Food, the Story of a Peanut Butter Sandwich."	Film: "Food, the Story of a Peanut Butter Sandwich," Learning Corporation of America

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Analyze advertising and its influence upon the consumer.

SUB-COMPETENCY: Determine the effect that advertising has upon them as consumers.

SUGGESTED CLASSROOM ACTIVITIES

RESOURCES

(continued from page 38)

After teaching children to identify verbs, alliteration, synonyms, antonyms, rhymes, and/or similes, the children will find advertisements which use each type of language.

The child will select a category from the above list and write a label for a product to match the category chosen.

FOLLOW-UP ACTIVITIES:

Children will write original commercials for real or fictional products. The commercials will then be videotaped and shown to the class.

Have the children act out familiar commercials, omitting the name of the product and other students will try to guess the product, showing the effect of advertising on them as consumers.

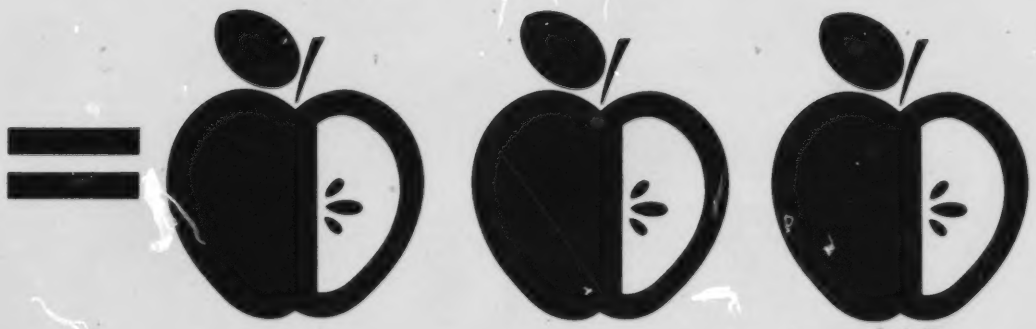
Have children bring in items they would like to sell or trade. Each child would design some kind of advertising to promote their products. Then have a trading time and let children choose items they would like to have. Next, have a discussion to determine the effects of the children's advertising on their choices.

Children can design a poster ad for an original product.

PERFORMANCE INDICATOR:

The students will be able to identify advertising techniques and the effect that advertising has on the consumer.

MATHEMATICS



CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Compare the advantages and disadvantages of financial security with the advantages and disadvantages of risk-taking.

SUB-COMPETENCY: Demonstrate an understanding of the purchasing power that money represents and the importance of wise personal choice.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
The purpose of this activity is to help students to understand the difference between bartering and use of money. On one day have the child pay (using play money) for all services rendered by the teacher. Examples: may include paper corrected, pencil sharpened, tying shoes, etc. The next day have the children trade services. If I tie your shoe, you must dust the shelf. Then discuss pros and cons of each system.	
The children may research the history of money and compare different values.	Book: From Barter to Gold, the Story of Money, Russe P. Solweig
Display an item. Lead a discussion based on the following questions: 1. What would you trade for this? 2. How much is it worth to the child? 3. How much would you pay for it?	
Show the filmstrip, "Different Kinds of Money." Have the children make drawings of the different things that have been used as money through the ages. Display these drawings on the bulletin board.	Filmstrip: "Different Kinds of Money," Troll Associates

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Compare the advantages and disadvantages of financial security with the advantages and disadvantages of risk-taking.

SUB-COMPETENCY: Demonstrate an understanding of the purchasing power that money represents and the importance of wise personal choice.

SUGGESTED CLASSROOM ACTIVITIES

(continued from page 40)

Numerous films and filmstrips are available on the topic of money and its purchasing power.

RESOURCES

Filmstrip: "The Toy Store," from Economics for Primaries, QED Product

Filmstrip: "How Money Works," Learning Tree

Filmstrip: "Money Paying for Things," Eyegate Media

Filmstrip: "Money-What It Is," Learning Tree, LT-435B

Filmstrip" "Families Need Money," Troll Associates 301.42

Invite a speaker to discuss U.S. coins and the current interest in coin collecting.

FOLLOW-UP ACTIVITIES:

Have the children prepare a money tree bulletin board. Let them see the different mediums used as money such as beads, wampum, and other objects used for bartering.

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Compare the advantages and disadvantages of financial security with the advantages and disadvantages of risk-taking.

SUB-COMPETENCY: Demonstrate an understanding of the purchasing power that money represents and the importance of wise personal choice.

(continued from page 41)

FOLLOW-UP ACTIVITIES:

(continued from page 41)

Invite a local coin collector or dealer to speak to the class and share his/her collection with the students.

PERFORMANCE INDICATOR:

The students will be able to demonstrate the difference in uses of money, bartering, and kinds of monies used throughout the world.

MATHEMATICS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the difference between real needs and perceived wants and needs and be able to explain their impact on consumer choices.

SUB-COMPETENCY: To help them determine the difference between family wants and needs in relationship to monetary resources that are available.

SUGGESTED CLASSROOM ACTIVITIES

Ask children to bring in five or more pictures of objects they desire and rank in order of desirability. Do this activity before completing others and repeat it again afterwards.

Several filmstrips are available which discuss needs and wants in relation to money. One or more may be used to introduce other activities or summarize.

Have the children cut out pictures of wants and needs. These may be displayed on a bulletin board. Make two charts listing wants and needs. Compare and discuss the lists.

Intermediate grade level students can design a budget using a set amount of money to buy wants and needs.

121

RESOURCES

Filmstrip: "The Value of Things," Learning Tree

Filmstrip: "Making Choices," and "Three Families," Doubleday

Filmstrip: "Budgeting: How Does a Family Plan its Spending?", from Elementary Economics: Choices and Values, B.F. A.

Filmstrip: "The Value of Things," from Learning Tree

Filmstrip: "When There's a Hole in Your Pocket," from Alice in Consumerland Kit, January Productions

Filmstrips: "Families," and "Families Need Money," Troll Associates

125

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the difference between real needs and perceived wants and needs and be able to explain their impact on consumer choices.

SUB-COMPETENCY: To help them determine the difference between family wants and needs in relationship to monetary resources that are available.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
(continued from page 43)	
Discuss with students options open to them when money is not available--making Christmas gifts, doing jobs,etc.	Booklet: I Am a Consumer and I Make Choices, McDonalds
Role play the purchasing of an appliance, (Example: Refrigerator) Children will bring in ads to help make the wisest consumer decision.	
Garden of Wishes--Have class paint a mural of a garden. Each child draws flowers, plants, rocks or trees and labels with a picture of something they would need. Also make a garden of wants. Compare the two gardens. Discuss why we can't have everything we want and the importance of making choices.	Pictures: Cut pictures from magazines for wants and needs gardens
Set up Monopoly games around the classroom and allow students to play, keeping a record of their money flow and requisitions.	Game: Monopoly

MATHEMATICS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Perform mathematical operations necessary for consumer activities.

SUB-COMPETENCY: Develop basic mathematic skills as they relate to monetary problems and symbols.

SUGGESTED CLASSROOM ACTIVITIES

Show desired filmstrips from Lollipop Dragon Series and discuss.

Make mobiles or money trees from the different U.S. money values.

Display coin collections of students in the class.

Using play money, have the children practice adding, subtracting, and making change.

Brainstorm ways of earning 25¢ or 50¢. Discuss situation in which you need a specific amount; example: bus, laundry, vending machines.

Have students buy a new pencil, eraser, etc. from a "store" in the classroom using play money. Role playing may be emphasized.

Have a Christmas gift shop where each child could purchase inexpensive and handmade items for Christmas gifts on their own. Parents' Associations will sometimes follow through with this idea.

RESOURCES

Filmstrips: "Money" and "Time," from Adventures of the Lollipop Dragon Series, S.V.E.

Pictures: Earning and Using Money Teaching Pictures, Set K-3, Set 4-6, David C. Cook Publishing Company

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Perform mathematical operations necessary for consumer activities.

SUB-COMPETENCY: Develop basic mathematic skills as they relate to monetary problems and symbols.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
(continued from page 45)	
Show film: "Day in the Life of a Dollar Bill," and discuss the circular flow of income.	Film: "Day in the Life of a Dollar Bill"
Demonstrate the operations of a calculator appropriate to grade level. Have a calculator day. Everyone that has one will bring it in to use for the day.	Pocket Calculator
Using Newspaper ads, have students prepare a shopping list. Have students prepare a shopping list and determine approximate amount to be spent. Determine the budget and items to be purchased before hand.	
Choose an item by looking at ads or catalogs. Compare prices. Examples: turkeys at Thanksgiving, toy catalogs at Christmas, etc. Find the best picture buy.	
Have a picture chart showing items and their costs. Have children select items from the chart that would add up to a certain amount; example: $1.00, $2.98.	

MATHEMATICS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Perform mathematical operations necessary for consumer activities.

SUB-COMPETENCY: Develop basic mathematic skills as they relate to monetary problems and symbols.

SUGGESTED CLASSROOM ACTIVITES	RESOURCES
(continued from page 46)	
Using calorie chart, each child will total his/her calories for the day. They will then compare the totals.	Calorie charts from cookbooks

PERFORMANCE INDICATOR:

Children will be able to identify coins and symbols and use mathematic processes at appropriate grade levels.

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Demonstrate the ability to plan how present and future income is spent.

SUB-COMPETENCY: Simple knowledge of the monetary reward income system.

SUGGESTED CLASSROOM ACTIVITIES

Using pictures with monetary value, give students an imaginary allowance. Then ask pupils to list what they would buy or save. Discuss.

Discuss the many uses of money, such as spending, sharing and saving. Show filmstrip, "Nickles, Dimes and Dollars."

With parent cooperation, have child earn money for a book or similar item.

Using the videotape, have the children role play how they would ask an adult for a job, such as yard work or babysitting.

Earn points for tasks done at home or school. Have the children determine the points earned for certain jobs. Make a chart ahead of time listing jobs and their worth in points. Have children compare and discuss why there may be differences in jobs and their pay.

RESOURCES

Filmstrips: "Primary Economics," "Choice and Values," "Budgeting, How a Family Plans its Savings," "Jobs and Income, Which Job Will You Do?," B.F. A.

Pictures: Earning and Using Money, Set K-3, Set 4-6, David C. Cook Publishing Company

Filmstrip: "Nickles, Dimes and Dollars," Paramount Communication, ACI Products, Inc.

PERFORMANCE INDICATOR:

Children will be able to demonstrate a way they can earn money and list ways they would use that money.

MATHEMATICS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Describe the interrelationship of supply and demand, production and distribution and their effect on prices and consumer behavior.

SUB-COMPETENCY: Demonstrate the ability to explain supply and demand, production and distribution in terms of their own experience.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Using products such as coffee, sugar, beef, gasoline, or digital items, discuss supply and demand and what causes it. An experience chart could be used. Discuss why prices fluctuate.	
Compare prices of items long ago and today in Sears catalogs, newspapers, etc.	
Have a class member interview a person who lived through the Depression and discuss how it affected his/her life.	
Have a class member interview a person who lived through the World War II years and discuss how it affected his/her life. (War experiences, ration stamps, gas rationing, etc.)	
Invite a guest speaker from a utility company to discuss price fluctuations.	Speaker: Utility companies
Relate fuel costs to supply and demand, and winter problems. Parent or teacher could compare utility bills.	
Play the game Pay Day.	Game: Pay Day
Prepare bulletin board on ways to save energy.	

136

137

MATHEMATICS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Describe the interrelationship of supply and demand, production and distribution and their effect on prices and consumer behavior.

SUB-COMPETENCY: Demonstrate the ability to explain supply and demand, production and distribution in terms of their own experience.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
(continued from page 49)	
Invite a grocery store manager to discuss seasonal price changes in produce. Show filmstrip, "Tomatoes from Seed to Table," as either a lead-up or follow-up activity.	Film: "Tomatoes from Seed to Table" Speaker: Grocery store manager
Compare costs of mail order buying (shipping cost) as opposed to direct store buying.	Catalogs

PERFORMANCE INDICATOR:

The children will become aware of supply and demand and its causes.

MATHEMATICS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Identify advantages and disadvantages of renters and owners.

SUB-COMPETENCY: Demonstrate an understanding of "own" and "rent."

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
What can be rented? Make a list of items that can be rented. Compare costs with price of buying and maintaining. This may be done as a group or individually.	
Using items that children might rent (such as bikes at the park), compare cost of owning and renting.	
Show filmstrips on renting and buying property.	Filmstrips: "Choosing and Renting an Apartment," "Choosing and Buying a House," Singer
Intermediate grade students can compare renting and owning a home, figuring the total costs of each at the end of one year. Discuss long term advantages and disadvantages of each.	Teaching Pictures: Earning and Using Money, Lesson 7, Money buys a house, David C. Cook Publishing Company
Have students interview parents on why they have rented as opposed to buying an item. Examples: homes, shampooer, garden equipment.	
Invite guest speaker to classroom from real estate agency or rental service office to discuss the rental process.	Speaker: Person from rental service office or local realtor.

PERFORMANCE INDICATOR:

Children will be able to discuss advantages and disadvantages of renting or owning.

140

141

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Use both metric and English systems to determine lengths, volumes, weights/masses and areas.

SUB-COMPETENCY: Demonstrate the ability to use English and metric systems in lengths, volumes, weights and masses.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Show film, "Metric Measurement."	Film: "Metric Measurement"
Ask intermediate level students to convert a recipe from English to metric measures and then make the recipe, using both systems.	
Examine groceries to discover metric and English markings and record the findings on a chart. Collect cans, boxes, and containers to visually compare sizes.	
Using electric meter readings and bills, discuss kilowatt measure and its cost. With parents' cooperation, read meters at beginning of week and at the end. Also compare the number of appliances used in each household.	Booklet: Insights into Consumerism, J. C. Penney
Have a junior olympics using English and metric measurements. Make a chart of student scores in both systems. Example: bean bag toss, broad jump.	

PERFORMANCE INDICATOR:

Children will be able to demonstrate the ability to use English and metric system in lengths, volumes, weights and masses.

MATHEMATICS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Analyze and compare some consumer contracts such as loans and credit agreements.

SUB-COMPETENCY: Introduce the children to an awareness of loans, credit cards and charge accounts.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Role play a situation in which a child wants to borrow money. He/she can: a. borrow from a teacher who wants collateral. b. borrow from an older sibling who will beat them up if not repaid. c. borrow from a friend who will not play with the student any more if not repaid. From whom would you borrow and who would you pay back?	
Invite a guest speaker from a local department store to discuss credit practices.	Speaker: Department store manager
Make a chart that compares time payment cost as opposed to a cash sale.	
Compare prices from stores that use credit cards and those that don't.	
Have the children ask their parents how many credit cards they own and what they use them for. Compare the number of cards used in families. Invite one or more parents to visit the class and discuss the use of credit cards.	Speaker: Parent who uses credit

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Analyze and compare some consumer contracts such as loans and credit agreements.

SUB-COMPETENCY: Introduce the children to an awareness of loans, credit cards and charge accounts.

SUGGESTED CLASSROOM ACTIVITIES

(continued from page 53)

Display different kinds of money (example: checks, money orders, credit cards) and explain that money involves more than what is usually called cash.

a. Does the kind of money affect its value in any way?
b. Which kind of money is most likely to be spent more quickly?
c. Should people feel safer with one kind of money than another?

RESOURCES

Filmstrip: "How Money Works--Other Types of Money," Learning tree.

Filmstrip: "Different Kinds of Money," from Dollars and Sense, Troll Associates.

Film: "Story of a Check"

PERFORMANCE INDICATOR:

The students will develop an awareness of the wise use of credit and its cost to the consumer.

MATHEMATICS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Make use of banking and other monetary services available to consumer.

SUB-COMPETENCY: Demonstrate an understanding of how money is saved for later use, and how the bank uses our money.

SUGGESTED CLASSROOM ACTIVITIES

Discuss the use of banking. Children may fill out deposit slips and write checks.

Discuss how you earn money by saving and compare interest rates. Primary would just compare numbers 5% and 6%. Intermediate could use calculators if % is available.

Arrange a field trip to a local bank.

Intermediate grades can set up a bank having tellers, manager, and loan officer. Situation role play.

Discuss that the same money is used over and over.

Make a picture chart of large or costly items for which you would need to borrow money to buy.

Several films and filmstrips are available which discuss banking and the use of money.

RESOURCES

Pictures: Earning and Using Money, Lesson 11, Saving Money, Using Banks. Lesson 18, Money is used Over and Over, David C. Cook Company

Films: "When I Need More Money," and "Story of a Check"

Filmstrips: "How We Borrow Money," from Dollars and Sense, Troll Associates, and "Adam Builds a Bank," Primary Economics, B.F.A.

MATHEMATICS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Make use of banking and other monetary services available to consumer.

SUB-COMPETENCY: Demonstrate an understanding of how money is saved for later use, and how the bank uses our money.

(continued from page 55)

FOLLOW-UP ACTIVITY:

Read the story, Shoemaker and the Elves. Discuss the idea that shoes were made and sold so that more leather and supplies could be bought.

PERFORMANCE INDICATOR:

The student will be able to demonstrate the bank's role for the consumer.

MATHEMATICS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Use pertinent information as a basis for evaluating and selecting services, practices and products of various types.

SUB-COMPETENCY: Demonstrate an understanding of how information gathering is necessary to making wise purchases.

SUGGESTED CLASSROOM ACTIVITIES

Compare the cost of a service as opposed to doing it yourself. Example: plumber vs. family member, car expenses-changing oil, minor repairs.

Compare prices of similar items in different stores. A good example might be a ten speed bike or regular bicycle. Use discount stores, bike shops, garage sales, flea markets, etc.

Assign a research project. Ask students to call several repair services and ask that their service charge is. Then compare prices. (Example: television repair, plumber)

Compare price of making or buying cookies, cupcakes, popcorn and then make as a class project.

Compare the cost of buying candy at the movies vs. taking candy bought elsewhere with you.

Given a selection of energy-using appliances, have students choose those which have the highest efficiency rating. Have children bring in ads to help compare.

Discuss transportation costs. Compare riding a bus, taking a cab, riding a bike, driving a car, flying, walking, etc.

152

RESOURCES

Filmstrip: "Nickles, Dimes and Dollars," Paramount Communications, ACE Productions

Filmstrip: "Daniel's Birthday," from Buying Goods and Services Kit, B.F.A. Primary Economics

Filmstrip: "Fables and Labels," from Alice in Consumerland Kit, January Productions

153

MATHEMATICS

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Use pertinent information as a basis for evaluating and selecting services, practices and products of various types.

SUB-COMPETENCY: Demonstrate an understanding of how information gathering is necessary to making wise purchases.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
(continued from page 57)	
Discuss eating away from home. Compare menus and prices from several restaurants and then compare the cost of eating at home.	Book: The Restaurants of Pittsburgh, Pittsburgh Diners Guild, Inc.

PERFORMANCE INDICATOR:

The children will be able to explain why comparison shopping is important.

SCIENCE AND HEALTH

156

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the differences and similarities of consumer values in a variety of cultures and socio-economic groups.

SUB-COMPETENCY: Demonstrate an awareness that people acquire many different articles and services.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Show the filmstrips from the series, People Serving your Community and discuss.	Filmstrips and Cassettes: From People Serving Your Community, National Geographic Society: "Doctors, Dentists, Nurses, and Their Helpers," "Sanitation, Highway, and Other Workers"
As a homework assignment, ask students to call Tel Med and listen to the tape on Visiting Nurse (if possible).	Tel Med - No. 5043, Visiting Nurse, (available only if a resident of southwestern Pennsylvania, 281-4664)
Invite a public health nurse to speak about the services the Public Health Department offers.	Speaker: Public Health Nurse
Arrange a presentation by a solid waste disposal worker.	Speaker: Solid waste disposal worker or County Health Department
Ask a meat inspector to visit the class and discuss how they protect consumers.	Speaker: Meat Inspector, Butcher Literature: Pennsylvania Department of Agriculture, Route 1, Evans City, PA 16033, 412 776-1585
Students will bring in a government stamp from a meat label. Invite a speaker from the Federal Drug Administration to discuss labeling of meat and other consumables.	Speaker: U.S. Food and Drug Administration

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the difference and similarities of consumer values in a variety of cultures and socio-economic groups.

SUB-COMPETENCY: Demonstrate an awareness that people acquire many different articles and services.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
(continued from page 59)	
Show the filmstrip, "Goods and Services."	Filmstrip and Cassette: "Goods and Services," from Economics for Primaries, Eyegate Media
Show the film, "We Want Goods and Services."	Film: "We Want Goods and Services," BARR

FOLLOW-UP ACTIVITIES:

Make a mobile illustrating different jobs relating to health services.

Record in a large daily diary any health related services the children use in school or in the home.

PERFORMANCE INDICATOR:

The children will be able to list several community helpers and the services they offer.

SCIENCE/HEALTH

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize difference between real needs and perceived wants and be able to explain impact on consumer choices.

SUB-COMPETENCY: Determine which goods and services may make life more than just existence.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Students will make charts in the areas of food, shelter, and clothing, contrasting bare essentials with things that make life more than just an existence. Show the filmstrips, "The Homes We Live In," and "Clothing."	Filmstrip and Cassette: "The Homes We Live In," S.V.E. Shortstrip Filmstrip: "Clothing," Encyclopedia Britannica
Students will compile and compare a collection of nutritional labels from various brands of breakfast foods. Literature available from Kellogg's which lists this information for many breakfast cereals.	Breakfast Literature: Kellogg Company, Battlecreek, Michigan
Make a chart showing favorite foods of students. See how many favorite foods fit into the daily nutritional needs of the children.	
Show the filmstrips, "Nutrition for Little Children," and "Vital Vittles Win the West."	Filmstrip and Record: "Nutrition for Little Children," Educational Activities, Inc. Filmstrip and Record: "Vital Vittles Win the West," Marsh Film Enterprise

FOLLOW-UP ACTIVITIES:

Students will participate in a cereal tasting breakfast and compare nutritional labels from various brands of breakfast foods.

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize difference between real needs and perceived wants and be able to explain impact on consumer choices.

SUB-COMPETENCY: Determine which goods and services may make life more than just existence.

(continued from page 61)

PERFORMANCE INDICATOR:

Students will be able to rank cereals according to nutritional value, taste, cost and packaging.

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the differences between real needs and perceived wants and be able to explain their impact on consumer choices.

SUB-COMPETENCY: Demonstrate an understanding of the differences between needs and desires by eliminating unnecessary items from a comprehensive list of goods and services.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Discuss drugs, smoking, and alcohol as related to needs and desires.	
Invite a speaker from the American Cancer Society to demonstrate smoking machines, and discuss smoking vs. non-smoking. The school nurse may also do this demonstration.	Speaker: American Cancer Society
Show any of the following films concerning smoking: "Octopuff in Kumquat," "Everything You Always Wanted to Know About How to Stop Smokers But Were Afraid to Try," or "The Huffless, Puffless Dragon."	Films: "Octopuff in Kumquat," CSL-1975, 9 minutes. "Everything You Always Wanted to Know About How to Stop Smokers But Were Afraid to Try," CSL-1974, 10 minutes
Invite a speaker from United Way to discuss drug and alcohol related problems.	Speaker: United Way Agency on drug and alcohol problems
Use Tel-Med No. 130. (Available only if resident of southwestern Pennsylvania, 421-281-4664.)	Tel-Med No. 130, (412) 281-4664
Show the filmstrip, "Drugs: A Trick--A Trap."	Filmstrip and Cassette: "Drugs: A Trick--A Trap," Encyclopedia Britannica Education Corporation

FOLLOW-UP ACTIVITIES:

Role-play--students will take roles in situations involving smoking, drugs and alcohol.

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the differences between real needs and perceived wants and be able to explain their impact on consumer choices.

SUB-COMPETENCY: Demonstrate an understanding of the differences between needs and desires by eliminating unnecessary items from a comprehensive list of goods and services.

(continued from page 63)

FOLLOW-UP ACTIVITIES:

(continued from page 63)

Have the class conduct a survey on young peoples' attitudes toward smoking. It might include such questions as:

Smoking is . . . 1. healthy/unhealthy
2. does/does not affect health
3. is/is not a habit

PERFORMANCE INDICATOR:

The children will be able to distinguish between real needs and desires.

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the difference between real needs and perceived wants and be able to explain their impact on consumer choices.

SUB-COMPETENCY: Demonstrate an understanding that many wants are a result of advertising claims.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Students will construct a scrapbook containing pictures of products that are being advertised but are not really needed.	Magazines, newspapers, catalogs
Students will devise their own product and advertise their product through the use of tape recorders, video tape, closed circuit television, posters, etc.	
Students will discuss: 1. ads make people buy things they don't want or need. 2. ads help people choose products. 3. many ads could be dishonest. 4. each person should judge ads for himself/herself. 5. ads should be in plain language.	
Invite an employee of an ad agency to explain different advertising techniques and influences upon child related products.	Speaker: Advertising Agency
Show the film, "Soopergoop." The film shows children making their own ads for a pretend product.	Film: "Soopergoop," C.F., 1976 - 13 minutes

SCIENCE/HEALTH

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the difference between real needs and perceived wants and be able to explain their impact on consumer choices.

SUB-COMPETENCY: Demonstrate an understanding that many wants are a result of advertising claims.

(continued from page 65)

FOLLOW-UP ACTIVITY:

Students will make a collage of non-essential products from magazines, catalogs, etc.

PERFORMANCE INDICATOR:

Students will be able to recognize the effect of advertising techniques on wants and needs.

SCIENCE/HEALTH

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Demonstrate the ability to plan how present and future income is spent.

SUB-COMPETENCY: Determine the use of specific income by identifying which of several goods or services to purchase.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Read the book Let's Go To A Supermarket.	Book: Let's Go To A Supermarket, Victoria L. Chapman
Students will conduct tests of various products to compare cost and taste. Example: canned fruit juice, canned vegetable juice, fresh fruit juice, fresh vegetable juice, frozen juice.	
Ask students to compare cost of generic brands as opposed to name brands while on a shopping tour with their parents.	
Invite a manager of a drug store to present a comparison of prices and quality of "store brand" drugs vs. name brand drugs.	Speaker: Manager of drug store
Invite a Public Health Official to discuss both public and private medical and dental clinics.	Speaker: Public Health Official
Use the filmstrip and cassette: "Fables and Labels."	Filmstrip and Cassette: "Fables and Labels," from Alice in Consumerland, January Productions

FOLLOW-UP ACTIVITY:

Students will go to a local grocery store and compare several name brands, store brands and generic products for cost, label attractiveness, and ingredients. Purchase several of these items and conduct a taste test in the classroom.

173

171

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Demonstrate the ability to plan how present and future income is spent.

SUB-COMPETENCY: Determine the use of specific income by identifying which of several goods or services to purchase.

(continued from page 67)

PERFORMANCE INDICATOR:

Children will be able to differentiate between several brands of a specific product.

175

176

SCIENCE/HEALTH

CONCEPT: Legal Rights, Redress and Consumer Laws

COMPETENCY: Identify and explain the rights and responsibilities of renters, leasors and owners.

SUB-COMPETENCY: Demonstrate an understanding of the responsibility for property, whether owned or rented.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
The class will make a list of needed responsibilities for the upkeep of homes or property, whether owned or rented. Show the filmstrip, "People Make Our Community Better."	Filmstrip: "People Make Our Community Better," from Community Resources, S.V.E.
Ask a local fire fighter to discuss the importance of maintaining property.	Speaker: Local fire fighter
Students will draw pictures showing what can happen if they don't take care of their own personal property, i.e. personal injury.	
Show the filmstrip, "Sanitation, Highway, and Other Workers."	Filmstrip and Cassette: "Sanitation, Highway, and Other Workers," from People Serving Your Community Series, National Geographic Society
Show the film, "Garbage."	

FOLLOW-UP ACTIVITIES:

Students will make a diorama depicting a well-kept yard, home, neighborhood, etc.

PERFORMANCE INDICATOR:

Students will be able to list the responsibilities needed to have a well-kept home or yard.

177

178

CONCEPT: Legal Rights, Redress and Consumer Laws

COMPETENCY: Identify and describe the various types of consumer legislation and protection, especially those relevant to women, minorities and certain age groups.

SUB-COMPETENCY: Demonstrate a knowledge of laws and regulations that protect children from unfair or dangerous selling practices.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Invite a member of the Allegheny County Bureau of Consumer Affairs to discuss laws and regulations that protect children from unfair and dangerous selling practices.	Speaker: Allegheny County Bureau of Consumer Affairs
Invite a buyer from a local department store to discuss how legislation protects children (i.e. toys, clothes, furniture).	Speaker: Buyer of children's toys, clothing, furniture from department store
Show the filmstrip, "Understanding Labels and Warranties."	Filmstrip and Cassette: "Understanding Labels and Warranties," from Consumer Skills Series, Guidance Associates

FOLLOW-UP ACTIVITIES:

Ask the children to bring a toy, stuffed animal, or article of clothing containing a government label or manufacturer's warning.

Start a collection of warranties. Ask the children to bring them to class. Discuss how they protect us.

PERFORMANCE INDICATOR:

Students will be able to list points to remember when purchasing a toy, stuffed animal or clothing.

179

180

CONCEPT: Legal Rights, Redress and Consumer Laws

COMPETENCY: Identify nongovernment agencies and organizations that provide consumers information and protection.

SUB-COMPETENCY: Demonstrate an awareness of nongovernment agencies and organizations devoted to aiding consumers.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Children will compose a list of questions to ask a "Call for Action" or "Action Line" representative in a taped phone conversation.	"Action Line" or "Call for Action"
Students will discuss various types of pollution and the role of the Environmental Protection Agency. Students will list causes of air, water, noise and land pollution in urban and rural areas.	Literature: Environmental Protection Agency
Plan a field trip to a recycling center.	
Show the filmstrip series, You and ReCycling, "Dash McTrash and the Pollution Solution," and "Learning to Be a Wise Consumer."	Filmstrip and Cassette: "Water All Around Us," Kiwi and the Bottle," "Trash, Treasure Hunt," "The Magician," from You and ReCycling series, S.V. E. Filmstrip and Cassette: "Learning to be a Wise Consumer," Guidance Associates Sound Filmstrips Filmstrip: "Dash McTrash and the Pollution Solution," Spoken Arts
Show the film, "Stuff We Throw Away."	Film: "Stuff We Throw Away," Stuart Finley, Inc.
Read the book, Olaf's Incredible Machine.	Book: Olaf's Incredible Machine, Nicholas Brennan

SCIENCE/HEALTH

CONCEPT: Legal Rights, Redress and Consumer Laws

COMPETENCY: Identify nongovernment agencies and organizations that provide consumers information and protection.

SUB-COMPETENCY: Demonstrate an awareness of nongovernment agencies and organizations devoted to aiding consumers.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
(continued from page 71)	
Invite a guest speaker from a local ecology group to speak to the class.	Speakers: GASP, GRIP-Group for Recycling In Pennsylvania, high school and college ecology clubs

FOLLOW-UP ACTIVITIES:

Students will make a bulletin board or individual posters depicting different types of pollution.

Students will make a collage using recycled materials.

PERFORMANCE INDICATORS:

Children will be able to list ways to help fight pollution.

Children will be able to list items from home and school that can be recycled.

SCIENCE/HEALTH

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Compare the quality and desirability of competitive goods and services in order to make decisions on purchases.

SUB-COMPETENCY: Demonstrate an understanding of comparison, and decision making techniques by describing how goods are sold by weight, number, or size.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Take a shopping trip to a grocery store to compare sizes and weights of a product (i.e., cereal products).	
Show the film, "What Do I Receive For My Money."	Film: "What Do I Receive For My Money," SF 1970 9 minutes
Students will weigh a full package and an empty package of the same products. A comparison will be made between the weight of the packaging materials vs. the weight of the contents, and students will discuss how this might affect the purchase of the products.	
Students will collect boxes, cans, and containers of various household goods to compare different weights in products that look the same size (i.e. bacon in a 12 oz container or a 16 oz container look the same, or hot dogs in 12 oz and 16 oz packages).	Household supplies, cans, boxes, containers

FOLLOW-UP ACTIVITY:

Students will make a display of the items collected for size and weight comparison.

185

186

SCIENCE/HEALTH

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Compare the quality and desirability of competitive goods and services in order to make decisions on purchases.

SUB-COMPETENCY: Demonstrate an understanding of comparison, and decision making techniques by describing how goods are sold by weight, number, or size.

(continued from page 73)

PERFORMANCE INDICATOR:

Given information about various products, the children will be able to choose the three most economical products according to size, weight, number, etc.

SCIENCE/HEALTH

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Compare the quality and desirability of competitive goods and services in order to make decisions on purchases.

SUB-COMPETENCY: Demonstrate the ability to recognize that color, size, taste, smell, feel, use and other factors influence the purchase of articles.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
The teacher will provide the following: a. untreated fresh oranges (usually available in fruit markets) vs. dye-injected oranges b. fresh picked cucumber vs. store bought cucumber c. fresh tomatoes vs. hot house tomatoes The students will then compare the color, size, taste, smell and feel. Students will compare nationally known, store brand, and generic products. Show the films, "Tomatoes From Seed to Table" and/or "Food, The Story of a Peanut Butter Sandwich." Additional materials are also available from the Dairy Council, Rosemont, Illinois, 60018.	Film: "Tomatoes From Seed to Table," Film Fair, 1970 Film: "Food, The Story of a Peanut Butter Sandwich"

FOLLOW-UP ACTIVITIES:

Students will participate in a food tasting party. Students will complete a teacher made checklist, evaluating color, size, taste, smell, and feel of the products tasted.

SCIENCE/HEALTH

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Compare the quality and desirability of competitive goods and services in order to make decisions on purchases.

SUB-COMPETENCY: Demonstrate the ability to recognize that color, size, taste, smell, feel, use and other factors influence the purchase of articles.

(continued from page 75)

PERFORMANCE INDICATOR:

The children will be able to recognize how color, size, taste, smell and feel influence their purchases.

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Describe the advantages and disadvantages of various types of stores and businesses, i.e. department stores, supermarkets, discount stores, etc.

SUB-COMPETENCY: Demonstrate a knowledge of various types of stores and reasons for shopping in them.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Have children list various types of stores where health-related items can be purchased.	
Discuss the advantages and disadvantages of shopping at various stores, i.e. convenience stores vs. major supermarkets. Show the film, "Let's Visit a Shopping Center" and discuss.	Film: "Let's Visit a Shopping Center," BFA, 1964
Assign a specific item to a group of children to be priced at various types of stores: 1. Hamburgers at fast food restaurant, cafeteria, or fancy restaurant. 2. Tennis shoes at sporting goods store, department store, or shoe store. 3. Toy at toy store, department store, or discount store.	
Show the film, "Marketing and Distribution" and discuss.	Film: "Marketing and Distribution," EBEC, 1973
Read The First Book of Supermarkets.	Book: The First Book of Supermarkets, Jeanne Burdick

FOLLOW-UP ACTIVITIES:

Plan a field trip to a supermarket. Ask the manager to discuss retailing.

193

194

SCIENCE/HEALTH

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Describe the advantages and disadvantages of various types of stores and businesses, i.e. department stores, supermarkets, discount stores, etc.

SUB-COMPETENCY: Demonstrate a knowledge of various types of stores and reasons for shopping in them.

(continued from page 77)

FOLLOW-UP ACTIVITIES:

Construct charts of items that were priced at various types of stores. Display for all students to view.

PERFORMANCE INDICATOR:

The children will be able to discuss the advantages and disadvantages of shopping at various stores.

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Use pertinent information as a basis for evaluating and selecting services, practices and products of various types.

SUB-COMPETENCY: Demonstrate an understanding of how information gathering is necessary to making wise purchases.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Students will compare costs of one or two brand name drugs in several different pharmacies.	
Students will check pharmacies that offer generic drugs vs. brand name drugs and note the differences in cost.	
Students will inquire about costs of buying drugs in quantity for use when a drug is needed for a long period of time.	
Students will find out if pharmacies have any special offers such as: home delivery, credit, emergency service, convenient location, and record keeping. Are customers charged for the extra services or are they free?	
Students will check with the pharmacists for such things as: length of time drugs are effective, storing instructions, child proof packaging.	
Students will check with a doctor or the school nurse regarding how to take a drug and make it work effectively for you.	
Students will research possible drug reactions and the safeness of using prescription and over-the-counter drugs.	Pennsylvania Department of Justice, Bureau of Consumer Affairs, Guideline 3A, Prescription Drugs

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Use pertinent information as a basis for evaluating and selecting services, practices and products of various types.

SUB-COMPETENCY: Demonstrate an understanding of how information gathering is necessary to making wise purchases.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
(continued from page 79)	
Invite a local pharmacist or doctor to speak to the class on medicine cost and usage.	Speaker: Local pharmacist or doctor
Show film, "Our Wonderful Body: Medicines, Drugs, and Poisons." Discuss.	Film: "Our Wonderful Body: Medicines, Drugs, and Poisons"

PERFORMANCE INDICATOR:

The students will be able to gather appropriate information to make wise purchases.

SCIENCE/HEALTH

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment/products according to established safety standards.

SUB-COMPETENCY: Demonstrate an understanding of basic safety practices in the use of simple tools, toys, cleansing materials and medicines.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Demonstrate to the students the proper and improper use of common hand tools, hammers, saws, chisels, screwdrivers, etc. Read the books Simple Machines and How We Use Them and Take This Hammer.	Book: Simple Machines and How We Use Them, Pine, Levine McGraw-Hill Book Co., 1965 Book: Take This Hammer, Sam and Beryl Epstein, Hawthorn Books, Inc., 1969
Students will collect and display toys and compare safe and unsafe characteristics. Use the free materials from the Division of Bedding and Upholstery to lead discussion.	Literature: Division of Bedding and Upholstery (stuffed toys), Department of Labor and Industry, Harrisburg, PA 17120, (717) 787-6484
Discuss dangerous products found in the kitchen, bathroom and garage. Show the filmstrip, "Home Safety."	Filmstrip: "Home Safety," The Safety Set, Paramount Communications
Discuss the use of medicines and safe dosages written on each label.	
Invite a local pharmacist to discuss safe practices in using medicines.	Speaker: Local pharmacist
Show the film, "Our Wonderful Body: Medicines, Drugs and Poisons." Discuss	Film: "Our Wonderful Body: Medicines, Drugs and Poisons," CORF, 1973
Send for the materials from the Public Health Service. For example: Dennis the Menace Takes a Poke at Poison.	Comic Book: Dennis the Menace Takes a Poke at Poison, Public Health Service, Dept. of HEW

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment/products according to established safety standards.

SUB-COMPETENCY: Demonstrate an understanding of basic safety practices in the use of simple tools, toys, cleansing materials and medicines.

(continued from page 81)

FOLLOW-UP ACTIVITIES:

Invite a speaker from the Poison Control Center to discuss dangerous products found in the home and to distribute Mr. Yuk stickers.

Tel-Med Program, "Ten Poisons in the Home," (281-4664 if a resident of southwestern Pennsylvania)

Using the floor plan of a house with common household items, have children color the dangerous products found in the home.

PERFORMANCE INDICATOR:

The students will be able to understand the basic safety practices in the use of simple tools, toys, cleansing materials and medicines.

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment/products according to established safety standards.

SUB-COMPETENCY: Demonstrate an understanding of basic safety procedures in the use of electrical equipment.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Have the students list commonly used appliances at home.	
Show the film, "Safety with Electricity," and discuss.	Film: "Safety with Electricity"
Students will make a poster showing the safe use of an appliance of their choice.	
Show the filmstrip, "Kitchen--Handle With Care."	Filmstrip: "Kitchen--Handle With Care," Stories about Safety, Coronet Films.
Read the book What A Silly Thing To Do.	Book: What A Silly Thing To Do, Norah Samridge, Abingdon Press, 1967

FOLLOW-UP ACTIVITIES:

Pretend you are a safety inspector and inspect the school for unsafe things.

Have students do a safety check of the appliances used in their individual homes.

PERFORMANCE INDICATOR:

Students, when given an electrical appliance (toaster, hair dryer, etc.), will be able to demonstrate the proper and safe use of the appliance.

205

206

SCIENCE/HEALTH

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment/products according to established safety standards.

SUB-COMPETENCY: Demonstrate a knowledge of the proper use of knives, scissors, axes, sporting goods, shop tools, etc.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Have the physical education teacher discuss and demonstrate proper uses of sporting goods and equipment.	Speaker: Physical education teacher
Ask a representative from the Boy Scouts to demonstrate the proper way of handling and using knives, axes, hatchets, etc.	Speaker: Representative of the Boy Scouts
Read the book What A Silly Thing To Do to the class and discuss.	Book: What A Silly Thing To Do, Norah Samridge, Abingdon Press, 1967

FOLLOW-UP ACTIVITY:

Using puppets that the children have made, show the proper use of knives, scissors, axes, sporting goods, etc.

PERFORMANCE INDICATOR:

Students will be able to demonstrate the proper way to carry, pass, and care for knives, scissors, etc.

SCIENCE/HEALTH

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment/products according to established safety standards.

SUB-COMPETENCY: Demonstrate an understanding of safety precautions for pedestrians, bicycles and automobiles.

SUGGESTED CLASSROOM ACTIVITIES

Have a speaker from the AAA discuss the importance of safety and maintenance of bicycles. Show the film, "I'm No Fool with a Bicycle."

Show the filmstrip, "Bicycle Safety."

Arrange for a school bus driver to discuss school bus safety and emergency evacuation.

Show the filmstrip, "School Bus Safety" and "Turn About School Bus."

Read the book Gus the Bus.

Invite a mechanic to discuss safety features on automobiles.

Send for literature on auto safety.

RESOURCES

Speaker: AAA

Film: "I'm No Fool with a Bicycle," Disney, 1956

Filmstrip: "Bicycle Safety," from The Safety Set Series, Paramount Communications

Speaker: School bus driver

Filmstrips: "School Bus Safety," and "Turn About School Bus," Coronet Sound Filmstrip

Book: Gus the Bus, Marion Crichton, Elk Grove Press, 1967

Speaker: Auto mechanic

Literature: Auto Safety--Center for Auto Safety, 1223 Dupont Circle, Washington, D. C. 20035. National Highway Traffic Safety Administration, Office of Public Affairs, 400 Seventh St., S.W. Washington, D. C. 20591, 202-426-9550

SCIENCE/HEALTH

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment/products according to established safety standards.

SUB-COMPETENCY: Demonstrate an understanding of safety precautions for pedestrians, bicycles and automobiles.

(continued from page 85)

FOLLOW-UP ACTIVITIES:

Bring a bicycle into the classroom and ask children to determine whether the bicycle meets all safety requirements.

Call the Tel-Med program, No. 150, "Seat Belts for Safety." (281-4664 if a resident of southwestern Pennsylvania)

Write individual stories or an experience story about why the bus driver should be in charge of a school bus.

Role play with the children showing safety precautions for pedestrians.

PERFORMANCE INDICATOR:

The children will be able to show safety precautions to be used for pedestrians, bicycles, automobiles, and school buses.

211

212

SCIENCE/HEALTH

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Analyze advertising and its influence upon the consumer.

SUB-COMPETENCY: Determine the effect that advertising has upon them as consumers.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Show the film, "The Six Billion $$$ Sell."	Film: "The Six Billion $$$ Sell"
Students will categorize commercials according to those that give information about the product and those that do not.	
Show the filmstrip, "Catch a Commercial."	Filmstrip: "Catch a Commercial," from Alice in Consumerland, January Productions
Show the filmstrip, "Nutrition: Foods, Fads, Frauds, Facts."	Filmstrip: "Nutrition: Foods, Fads, Frauds, Facts," Guidance Association
View the film, "Food, The Story of the Peanut Butter Sandwich."	Film: "Food, The Story of the Peanut Butter Sandwich"

FOLLOW-UP ACTIVITIES:

Students will watch one hour of television on Saturday and list all food commercials viewed. Construct a chart differentiating nutritious food and junk foods from the commercials.

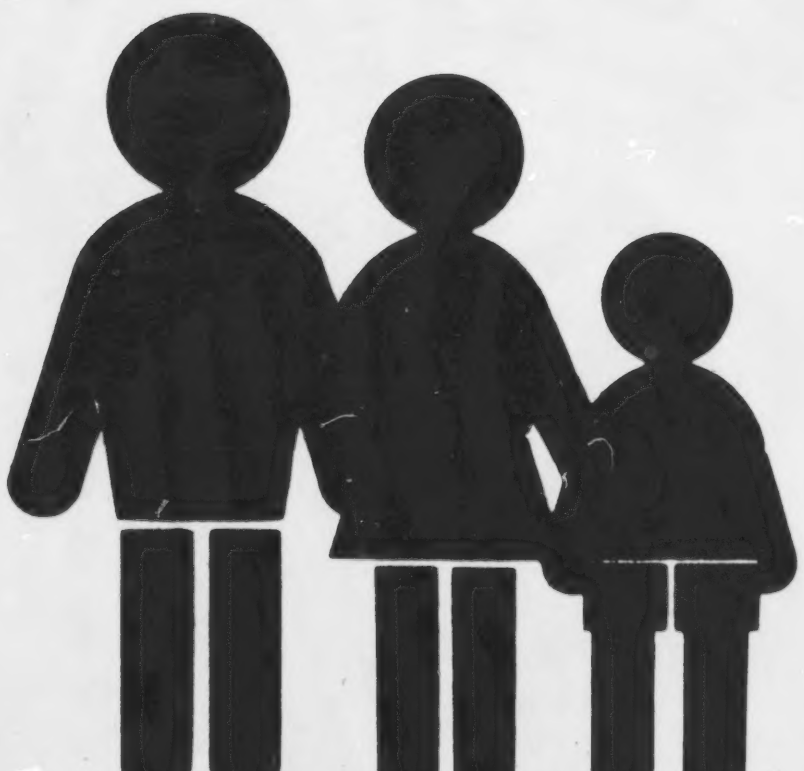
Give the children a list of products that are advertised on television. Have them match the products with the logos used in the commercial. (e.g. Tony the Tiger)

PERFORMANCE INDICATOR:

The children will be able to determine the effect that advertising has on them as consumers.

213

214



SOCIAL STUDIES

SOCIAL STUDIES

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Compare the advantages and disadvantages of financial security with the advantages and disadvantages of risk-taking.

SUB-COMPETENCY: Demonstrate an understanding of money as the representation of financial worth/wealth.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Lead circle discussion about student allowances and how money is acquired. Earning and Using Money picture set may be used to stimulate discussion.	Pictures: Earning and Using Money, David C. Cook Publishing Company
Lead discussion on "How much sense do we use when making a purchase?" Emphasize the emotional impact of advertising and its influence.	
Show filmstrip, "Where Does Your Allowance Go?" and discuss. (This must be adapted to grade level.)	Filmstrip: "Where Does Your Allowance Go?" S.V.E. Singer Educational Division
Invite a speaker to the classroom to talk about wise spending practices. (J.C. Penney Company frequently provides speakers for classrooms. They also publish curriculum materials which may be of use.)	Speaker: J. C. Penney Company

FOLLOW-UP ACTIVITY:

Role play situations on how students use their money.

217

218

SOCIAL STUDIES

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Compare the advantages and disadvantages of financial security with the advantages and disadvantages of risk-taking.

SUB-COMPETENCY: Demonstrate an understanding of the purchasing power that money represents and recognize the consequences tied to the lack of it.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Show filmstrips from the You, The Consumer series. Have a class discussion on jobs and incomes. A suggested question could be "What would you like to be?"	Filmstrip Series: You, The Consumer, S.V.E.
Relate income levels of chosen careers to standards of living. Older students may complete simple budgets at low, middle, and high income levels and compare.	
Invite a guest speaker to talk about financial problems with which the students might be faced as they grow older.	Speaker: Better Business Bureau, Social Worker
Lead a circle discussion on: "How can you survive without money?"	

FOLLOW-UP ACTIVITY:

Play Monopoly Game.

PERFORMANCE INDICATOR:

Each student will demonstrate the ability to recognize different purchasing power levels through a role playing situation.

219

220

SOCIAL STUDIES

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Compare the advantages and disadvantages of financial security with the advantages and disadvantages of risk-taking.

SUB-COMPETENCY: Demonstrate an understanding of the purchasing power that money represents and recognize the consequences tied to the lack of it.

SUGGESTED CLASSROOM ACTIVITIES

Have students design and stock a store using empty packages (grocery, drug, department, etc.). Discuss which brands to stock and why (quality vs. profit, advertising, etc.).

Discuss the physical placement of products in the store.
Which articles should the consumer see first?
What products should be close to the cash register,
etc.?

Ask students to simulate the roles of different shoppers such as a child, a teenager, a young adult, or an elderly person in the classroom store.

RESOURCES

Art Supplies: Empty boxes, cans, magazine pictures, etc.

Play money

FOLLOW-UP ACTIVITY:

Review the needs of special populations, then ask students to "go to the store" with these needs in mind.

SOCIAL STUDIES

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the differences and similarities of consumer values in a variety of cultures and socio-economic groups.

SUB-COMPETENCY: Demonstrate an awareness that people acquire many different goods and services.

SUGGESTED CLASSROOM ACTIVITIES

Have a classroom discussion with the students about the terms "goods" and "services." After a discussion the students will develop a list of goods and services based on personal wants and needs.

Show filmstrip,"Buying Goods and Services." Ask students to draw pictures depicting goods and services.

The students will view the film, "The Navajo Indian." From the information gathered from the film, the students will complete a handout work sheet. The work sheet will ask students to explain how the Navajo Indians acquire the goods and services they need and want vs. how we acquire the goods and services we need and want.

Based on the list of personal wants and needs and the information gathered from the film the students will discuss the topic: Do all people acquire the goods and services they want or need in the same method? (Focus on several cultural groups.)

RESOURCES

Filmstrip: "Buying Goods and Services," from Primary Economics Series, BFA

Film: "The Navajo Indian"

FOLLOW-UP ACTIVITIES:

The students will compile a list of five goods.

221

223

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the differences and similarities of consumer values in a variety of cultures and socio-economic groups.

SUB-COMPETENCY: Demonstrate an awareness that people acquire many different goods and services.

SUGGESTED CLASSROOM ACTIVITIES

RESOURCES

FOLLOW-UP ACTIVITIES:

(continued from page 91)

The students will compile a list of five services.

Working in groups of four, the students will combine their lists of goods and services, and eliminate all goods and services that have been duplicated. Compile a final classroom list of goods and services.

PERFORMANCE INDICATOR:

Students will be able to explain the difference between goods and services.

225

226

SOCIAL STUDIES

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the difference between real needs and perceived wants and be able to explain their impact on consumer choices.

SUB-COMPETENCY: Determine basic human needs.

SUGGESTED CLASSROOM ACTIVITIES

Discussion of the basic needs of a family.

Show the filmstrip, "Three Families," and conduct a discussion focusing on the question "Did the three families all have the same needs?"

Students may develop two classroom bulletin boards, one entitled "Needs" and another entitled "Desires."

RESOURCES

Picture of a family

Filmstrip: "Three Families," from Good Services and Values Series, Doubleday Multimedia

FOLLOW-UP ACTIVITY:

Invite a guest speaker from a service organization (Red Cross, Salvation Army, etc.) to discuss how students can help people that have real needs.

PERFORMANCE INDICATOR:

Students will be able to compile a list of five basic human needs either through drawing pictures or in written form.

227

228

SOCIAL STUDIES

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the difference between real needs and perceived wants and be able to explain their impact on consumer choices.

SUB-COMPETENCY: Determine which goods and services may make life more than just existence.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Class will make a list of items that are needs and another list of luxuries and services. Discuss their choices.	
Show "Making Choices" filmstrip. (Must be adapted to grade level)	Filmstrip: "Making Choices," from Good Services and Values Series, Doubleday Media
Play the Service or Goods? game from the Spark handbook.	Book: Spark: A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Social Studies, pages 115-116

FOLLOW-UP ACTIVITY:

Each student will make a luxury item scrap booklet, using magazines, old catalogs and newspapers.

PERFORMANCE INDICATOR:

Through the successful completion of the student scrap booklet, each child will be able to determine which goods and services make life more than an existence.

229

230

SOCIAL STUDIES

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Recognize the difference between real needs and perceived wants and be able to explain their impact on consumer choices.

SUB-COMPETENCY: Demonstrate an understanding that many wants are a result of advertising claims.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Ask the students to watch the advertisements on Saturday morning cartoons. Make a list of all the things advertised during a one hour period. Conduct a class discussion on these advertisements. How many of these things would you like to have and why? How do the commercials make you want their products?	
Show "The Six Billion $$$ Sell" film. Must be adapted to grade level through pre and post discussion of the film.	Film: "The Six Billion $$$ Sell"

FOLLOW-UP ACTIVITIES:

Discuss fraudulent claims and quackery with the students. Ask students to look up examples and share these with the other class members.

Each student will make a "wish" scrap booklet by cutting out pictures of old catalogs, newspapers and magazines. This activity will give students a better understanding that their wants are the result of advertising claims.

PERFORMANCE INDICATOR:

Students will be able to determine the purposes of advertising and how ads affect the consumer's decision to buy.

231

232

SOCIAL STUDIES

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Identify human and personal values and goals in relation to family, community and society.

SUB-COMPETENCY: Determine their individual consumer values and compare them with those of their peer group.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Lead a discussion on the types of goods students buy with their money. Ask students to cut out magazine pictures and product labels and organize their would-be purchases into a bulletin board, scrap book, etc. Compare students' choices, emphasizing individual wants and tastes.	Magazines, newspapers, pictures and old text books

FOLLOW-UP ACTIVITIES:

Invite a guest speaker from a local department store, drug store or grocery store to discuss how children spend their money within the community.

Each student will exhibit an understanding of how to make sound purchases by participating in a picture shopping game in the classroom with a specified amount of money.

PERFORMANCE INDICATOR:

Students will be able to discuss the importance of individual values and how this relates to sound purchasing practices.

233

231

SOCIAL STUDIES

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Develop a consumer value system that considers a self-determined quality of life rather than only the quantity of acquisition.

SUB-COMPETENCY: Demonstrate the ability to recognize basic human needs.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
The students will complete a checklist on the basic needs and the wants of mankind. (The checklist can be teacher designed or see following page.) Discuss student responses.	
The students will view the film, "Food Supply --Its Effects on Civilization," and will take part in a discussion of food as a basic human need.	Film: "Food Supply--Its Effects on Civilization"
The students will view the film, "Man's Basic Need--Natural Resources," and will discuss natural resources as a basic need.	Film: "Man's Basic Need--Natural Resources"

FOLLOW-UP ACTIVITY:

Have students interview their family members about their personal needs and wants.

PERFORMANCE INDICATOR:

Students will be able to list and distinguish between basic human needs and wants.

235

2

SOCIAL STUDIES

CHECKLIST ON THE BASIC NEEDS AND THE WANTS OF PEOPLE

Student's Name _____

Date _____

DIRECTIONS: Place a plus (+) sign in front of each of the items that are a basic need.
Place a check (✓) in front of each of the items that are a want.

NEED: Something that people must have to live.

WANT: Something that people would like to have.

1. _____ Television
2. _____ Food
3. _____ School
4. _____ Fur coat
5. _____ Pet
6. _____ Water
7. _____ Toys
8. _____ 10 speed bicycle
9. _____ Books
10. _____ Records
11. _____ Sleep
12. _____ Movies
13. _____ Friends
14. _____ Furniture
15. _____ Bed
16. _____ Air
17. _____ Rug
18. _____ Clothes
19. _____ Shelter
20. _____ Radio

SOCIAL STUDIES

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Develop a consumer value system that considers a self-determined quality of life rather than only the quantity of acquisition.

SUB-COMPETENCY: Determine which goods and services may make life more than just existence.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Ask students to compile a list of their possessions. The students will take part in a discussion centered around the topic: Possessions--Which are needed? Which are wanted?	
The students will view the film, "We Want Goods and Services," and will discuss the concept of needs and wants as depicted in the film.	Film: "We Want Goods and Services"

PERFORMANCE INDICATOR:

Students will be able to list some of their possessions and classify them, distinguishing between personal wants and personal needs.

238

239

SOCIAL STUDIES

CONCEPT: Basic Economics in the Marketplace

COMPETENCY: Demonstrate the ability to plan how present and future income is spent.

SUB-COMPETENCY: Demonstrate a knowledge of the monetary reward income system, as understood by the student, by explaining income and expenditure as they relate to the home and community.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Lead a discussion on how the students could earn money.	
Invite a guest speaker on community income and expenditures to talk to the class.	Speaker: Borough Manager or Budget Manager
Invite a guest speaker on home income and expenditures to visit the class.	Speaker: School district's home economics teacher or utility company home economist representative.
Lead circle discussion on the different public services offered in the community. Have students acquire information about specific community public services and costs. Make a classroom chart of these and add to the chart as information increases.	

FOLLOW-UP ACTIVITIES:

Provide students with $500.00 in play money and ask them to spend it. Money is spent by looking through catalogs, magazines, etc. and cutting out pictures of what the student would like to buy, then turning in that much money to the "bank" (the teacher or a designated student). Students may choose any goods or service they wish, or the teacher may limit by categories, i.e. $100 - clothes, $100 - food, $300 - miscellaneous, or any combination. Follow-up with a circle discussion on how each person chose to spend his/her money and who got the most value.

240

241

SOCIAL STUDIES

CONCEPT: Basic Economics in the Marketplace

COMPETENCY: Demonstrate the ability to plan how present and future income is spent.

SUB-COMPETENCY: Determine the use of specific income by identifying which of several goods or services to purchase.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Present students with the following situation: If you had to plan a household budget for thirty days, which goods and services would you spend your money on? Ask students to role play adults planning a thirty-day budget.	
Show the filmstrips, "Money Talks or You've Got to Have a Plan, Man " (must be adapted to grade level) and "Why You Need Consumer Know-How" (must be adapted to grade level).	Filmstrip: "Money Talks or You've Got to Have a Plan, Man," Household Finance Company Filmstrip: "Why You Need Consumer Know-How," S.V. E.

PERFORMANCE INDICATOR:

Each student will develop a weekly budget for their needs.

242

243

SOCIAL STUDIES

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Describe the interrelationship of supply and demand, production and distribution, and their effects on price and consumer behavior.

SUB-COMPETENCY: Demonstrate the ability to explain supply and demand, production and distribution in terms of their own experience.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Show the film, "We Want Goods and Services." Discuss the film in relation to needs and wants, supply and demand.	Film: "We Want Goods and Services"
The students will participate in the activity "Production Factors" from the resource book Spark.	Book: Spark: A Handbook of Classroom Ideas to Motivate The Teaching of Elementary Social Studies, pages 127 and 128
The students will compile a list of wanted toys and then do comparison shopping through newspaper and catalog advertisements to discover a price range for each item.	Newspaper advertisements, catalogs

FOLLOW-UP ACTIVITIES:

Using weekly newspaper ads, ask the class to compile a "Best Buys" list of food bargains. Do this on a weekly basis and have students take this information home for their parents to use when grocery shopping.

PERFORMANCE INDICATORS:

Students will be able to define supply and demand.

Students will be able to define needs and wants.

245

SOCIAL STUDIES

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Describe the effects of political and economic consumer behavior on the marketplace.

SUB-COMPETENCY: Determine what is meant by good and bad consumer behavior.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Hold a class auction of articles which class members might purchase with play money. Have the class members explain and analyze the factors which determined their purchases (impulse buying, need for article, etc.).	Play money
Show the filmstrips, "Commercial" and "It All Works Together." Lead a discussion after the filmstrip on how advertising influences the consumer.	Filmstrips: "You, The Consumer," "The Commercial," and "It All Works Together," S.V.E.

FOLLOW-UP ACTIVITY:

Invite a guest speaker to discuss how toys are advertised through television media. A toy store manager is a good resource.

PERFORMANCE INDICATOR:

The students will be able to determine if their own consumer behavior is good or bad by analyzing purchases made in the auction.

SOCIAL STUDIES

CONCEPT: Basic Economics of the Marketplace

COMPETENCY: Provide examples of the interdependence of the world economics as it influences the consumer.

SUB-COMPETENCY: Determine some examples of special products produced in other parts of the world and explain the need for such products.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Lead a discussion on what is a natural resource and list domestic and imported natural resources.	Pictures: Coal, service station, oil wells, etc.
Show the film, "Riches of the Earth."	Film: "Riches of the Earth"
Make a bulletin board depicting world-imported natural resources.	Magazines, newsclippings, drawings
Do the activities contained in "Products" and "Routes" from the Spark series.	Book: Spark, A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Social Studies, "Products," pages 124-125 and "Routes," pages 16-18.

PERFORMANCE INDICATOR:

Each student will collect pictures of imported and domestic products and develop an album theme emphasizing products around the world.

248

249

SOCIAL STUDIES

CONCEPT: Basic Examples of the Marketplace

COMPETENCY: Provide examples of the interdependence of world economics as it influences the consumer.

SUB-COMPETENCY: Demonstrate a knowledge of the variability of choice among people of the world.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Show the film, "Energy and Living Things."	Film: "Energy and Living Things"
Discuss the local natural resource needs.	
Invite a guest speaker to discuss local natural resources and energy.	Governor's Energy Council
Discuss the types of energy used at home. Look at future options (solar, nuclear, etc.).	Pictures: Energy sources such as coal, gas, oil and wood as a supplement
Arrange for a guest speaker to talk about energy problems from an environmental viewpoint.	Speakers: GASP, Sierra Club, or environmentalist group.

FOLLOW-UP ACTIVITIES:

Make a bulletin board on energy.

PERFORMANCE INDICATOR:

Each student will be able to create a poster (of his or her choice) depicting ways to conserve energy discussed during classroom activities.

250

251

SOCIAL STUDIES

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Develop a personal consumer value system that depends on a self-determined consideration of beauty, function and conservation.

SUB-COMPETENCY: Demonstrate an understanding of the role that personal preference plays in selecting and caring for clothing, living areas and items which are the students.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
The students will complete a teacher designed values check list. The values check list can be adapted from the book Values Clarification: A Handbook of Practical Strategies For Teachers and Students.	Book: Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Sidney B. Simon, Hart Publishing Company
The students will participate in a discussion of personal values and preference.	
The students will see a film called "Clothing--A Pair of Blue Jeans." Follow with a discussion of personal preference in the selection of clothes.	Film: "Clothing--A Pair of Blue Jeans"
The students will participate in the activity called "Something Beautiful" from the book, Spark.	Book: Spark, A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Social Studies, pages 186 and 187.

PERFORMANCE INDICATORS:

The students will consider their own value system through the completion of a values check list.

Discuss the students' responsibility of maintaining their own living areas, i.e. desk, locker, bedroom, family room.

SOCIAL STUDIES

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Compare the quality and desirability of competitive goods and services in order to make decisions on purchases.

SUB-COMPETENCY: Demonstrate the ability to recognize that color, size, taste, smell, feel, use and other factors influence the purchase of articles.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
The students will construct a bulletin board displaying various products. The board should be three dimensional to stimulate the senses.	Items to create a bulletin board
The students will participate in a discussion of advertising techniques, including the use of "Scratch and Sniff" ads.	Ads that use "Scratch and Sniff" approach
The students will create and tape their own advertisement.	
The students will see the film, "The Six Billion $$$ Sell."	Film: "The Six Billion $$$ Sell"

PERFORMANCE INDICATOR:

The students will be able to write a story, draw a picture, or construct a collage explaining how our senses influence what we buy.

The students will be able to recognize advertising techniques.

SOCIAL STUDIES

CONCEPT: Major Purchases of Products and Services

COMPETENCY: Describe the advantages and disadvantages of various types of stores and businesses.

SUB-COMPETENCY: Demonstrate a knowledge of various types of stores and reasons for shopping in them.

SUGGESTED CLASSROOM ACTIVITIES

Make a class chart with the following headings: Department Stores, Supermarkets, Discount Stores, Wholesale Outlets, Co-op Stores. Class will list the advantages and disadvantages of shopping in these various stores.

Each student will be given a list of ten items that can be found in a department store and a wholesale outlet. They will compare the prices and quality of these items.

RESOURCES

PERFORMANCE INDICATOR:

Students will be able to list three items that could be purchased in the following stores: department, supermarket, discount, wholesale outlet, and co-op store.

256

257

SOCIAL STUDIES

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Use pertinent information as a basis for evaluating and selecting services, practices and products of various types.

SUB-COMPETENCY: Determine from a few basic characteristics which services, practices and products will be best for selected individuals.

SUGGESTED CLASSROOM ACTIVITIES

Show the film, "To Market, To Market." (Out-dated film, but has useful information.) Follow-up with a discussion on student and family needs to make life more comfortable.

Play "Service or Goods?" game from Spark book.

Discuss selecting services and products which best fit specific needs. Focus on quality and value of article or services.

RESOURCES

Film: "To Market, To Market"

Book: Spark, A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Social Studies, pages 115 - 116

FOLLOW-UP ACTIVITY:

Each student will participate in developing a classroom bulletin board showing the goods, services and products generated by the school and classroom.

258

259

SOCIAL STUDIES

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Use pertinent information as a basis for evaluating and selecting services, practices and products of various types.

SUB-COMPETENCY: Demonstrate an understanding of how information gathering is necessary to making wise purchases.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Show the film and/or filmstrips, "Consumer Homemaking," and "Getting Your Money's Worth" (must be adapted to grade level). Lead a discussion on how we can buy wisely.	Film: "Consumer Homemaking" Filmstrip: "Getting Your Money's Worth," S.V.E.
Invite a guest speaker from the Consumer Product Safety Commission to discuss product safety.	Speaker: Consumer Product Safety Commission
Show one or more filmstrips from the series, Learning To Be a Wise Consumer.	Filmstrip: Learning to be a wise consumer, Guidance Associates

FOLLOW-UP ACTIVITY:

Each student could participate in a comparative food buying activity, by shopping in several food chain stores to experience gathering purchasing information and determining which store has the best prices. If a field trip is not feasible, similar information can be gathered through newspaper ads and flyers.

261

260

SOCIAL STUDIES

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment/products to established safety standards.

SUB-COMPETENCY: Demonstrate an understanding of basic safety practices in the use of simple tools, toys, cleansing materials and medicines.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Invite a speaker from the Poison Prevention Center to discuss topics such as dangerous poisons, drugs, medicines, and cleansing materials in the home. "Mr. Yuk" program could also be discussed.	Speaker: Poison Prevention Center
Show and discuss the film, "Poison Plants."	Film: "Poison Plants"
The teacher and students will demonstrate the correct and proper use of various tools commonly found in the home.	A variety of toys and simple tools.
Have a discussion and demonstration of toys that are appropriate for the grade level of children.	

FOLLOW-UP ACTIVITIES:

Have students take home a supply of Mr. Yuk stickers to be placed on all dangerous items.

Have parents verify that the students have properly used the Mr. Yuk stickers.

Students may design and construct a mural of tools and toys being used safely.

SOCIAL STUDIES

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment/products to established safety standards.

SUB-COMPETENCY: Demonstrate an understanding of basic safety practices in the use of simple tools, toys, cleansing materials and medicines.

SUGGESTED CLASSROOM ACTIVITIES

RESOURCES

(continued from page 111)

PERFORMANCE INDICATORS:

The students will be able to demonstrate the correct and proper use of various tools and toys found in the home.

The students will be able to draw pictures of safe toys and tools used in the students' everyday activities.

The students will be able to recognize dangerous medicines and cleansing materials within the home and will identify them by adherring "Mr. Yuk" stickers to their labels.

SOCIAL STUDIES

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment/products according to established safety standards.

SUB-COMPETENCY: Demonstrate an awareness of individual and group responsibility for the care of private and public property.

SUGGESTED CLASSROOM ACTIVITIES

RESOURCES

At the beginning of the school year, the teacher can use the assignment of text books to students as a learning experience. The teacher should explain that the textbook number and condition will be recorded. The term "condition" should be explained for the students. The textbooks could be checked at the school year mid-term, and then at the end of the school year.

The students will hear the librarian speak about the topic: Care and use of library books.

Speaker: School librarian

FOLLOW-UP ACTIVITY:

The students should participate in a discussion regarding proper care of textbooks. The teacher should explain what is expected when the textbook will be collected.

PERFORMANCE INDICATOR:

Students will be able to properly care for textbooks and library books throughout the school year.

SOCIAL STUDIES

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment/products according to established safety standards.

SUB-COMPETENCY: Demonstrate an understanding of the term "maintenance" and safe operation of equipment.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
The teacher will explain various pieces of audiovisual equipment and demonstrate their use. The equipment should include the most commonly used items from the classroom and/or the library.	A variety of audiovisual equipment

FOLLOW-UP ACTIVITY:

Have students use audiovisual materials independently throughout the year.

PERFORMANCE INDICATORS:

The students will be able to demonstrate the correct and proper use of the most commonly used audiovisual equipment.

The students will be able to properly use the various pieces of audiovisual equipment independently.

SOCIAL STUDIES

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment/products according to established safety standards.

SUB-COMPETENCY: Demonstrate a knowledge of the proper use of knives, scissors, axes, sporting goods, shop tools, etc.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
The students will hear a speaker from the Boy Scouts of America, Explorers, Hunters Association, owner of a sporting goods store, outdoors editor from a local paper, etc. on proper use and safety of cutting tools, sporting goods, and other tools.	Speakers: Boy Scouts of America or other knowledgeable resource
The teacher will demonstrate to the class the correct and incorrect use of the most commonly used tools.	Tools: Knives, scissors, axes, shop tools, sporting goods
The students will hear a speaker from a local health agency (Children's Hospital, Red Cross, Para-medic, etc.) on safety and first aid treatment.	Speaker: Red Cross, Para-medic, etc.

FOLLOW-UP ACTIVITY:

Students will use scissors and other tools properly throughout the year.

PERFORMANCE INDICATOR:

The students will be able to describe and/or demonstrate the safe use of knives, axes, scissors, sporting goods and other tools.

SOCIAL STUDIES

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Buy, use and maintain equipment/products according to established safety standards.

SUB-COMPETENCY: Demonstrate an understanding of basic safety precautions for pedestrians, bicycles and automobiles.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Invite the school crossing guard to discuss safety to and from school. The students can also hear a speaker from the AAA, or the county or local police department talk about the safe use of bikes.	Speakers: School Crossing Guard, Police Officer, AAA
The students will participate in activities known as "Safety Helpers" and "Intersection" from the book called Spark.	Book: Spark, A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Social Studies, pages 108-109, 111
The students will view the films, "Bicycles Are Beautiful," "I'm No Fool With a Bicycle," and "Bike Talk."	Films: "I'm No Fool With a Bicycle," "Bicycles Are Beautiful," and "Bike Talk"

FOLLOW-UP ACTIVITIES:

Students may design and construct a bulletin board with the theme "Bicycle Safety."

Students may construct a scrapbook about bicycle safety.

Students may make a video tape about bicycle safety.

PERFORMANCE INDICATOR:

The children will be able to discuss basic safety precautions for pedestrians and bicycles.

272

273

SOCIAL STUDIES

CONCEPT: Special Problems Such as Advertising and Product Safety

COMPETENCY: Analyze advertising and its influence upon the consumer.

SUB-COMPETENCY: Determine the effect that advertising has upon them as consumers.

SUGGESTED CLASSROOM ACTIVITIES	RESOURCES
Introduce advertising by the medium of television by having the students watch a specific hour of television at home. Initiate class discussion on how the advertisements caught their attention, and what effect the ads had on them as consumers.	
Visit a company that makes commercials. (The Yellow Pages may give suggestions of companies to call.)	Field Trip: Advertising company
Invite a guest speaker to discuss how store displays catch the consumers attention.	Speaker: Local store manager

FOLLOW-UP ACTIVITES:

As a class project, produce commercials using the video tape machine and show the results to other classes.

Divide the class into small groups to make an advertising mural.

PERFORMANCE INDICATOR:

The class will be able to display their creative talents in advertising persuasion.

BOOKS AND TEXTS

Big Book of Collections: Math Games and Activites; Goodyear Publishing Company.

Dennis the Menace Takes a Poke at Poison; Public Health Service, Department H.E.W.

From Barter to Gold, The Story of Money; Russe P. Solweig.

Good Cents - Every Kid's Guide To Making Money; Houghton Company.

Gus the Bus; Marion Crichton, Elk Grove Press.

How to Turn Lemons Into Money; Louise Armstrong, Harcourt Brace Jovanovich.

I'm a Consumer and I Make Choices; McDonald's Action Pack.

"Insights Into Consumerism - Moving Toward Metric; J. C. Penney Company.

Let's Go to a Supermarket; Victoria L. Chapman.

Let's Make More Presents; Esther Hautzig.

Olaf's Incredible Machine; Nicholas Brennan.

Scrapcraft - 50 Easy to Make Handicraft Projects; Judith Cheate and Jane Green.

Simple Machines and How We Use Them; McGraw-Hill Book Company.

Spark, A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Social Studies; Mary M. Roy.

Take This Hammer; Sam and Beryl Epstein, Hawthorn Books, Inc.

The Advertisement Book; Stanley Skinner.

The Big Book of Writing Games and Activities; Kaplan, Modsen and Gould, Goodyear Publishing Company.

The First Book of Supermarkets; Jeanne Burdick.

BOOKS AND TEXTS

The Restaurants of Pittsburgh; Pittsburgh Diners Guild Inc.

The Valuing Approach to Career Education; EAC, Volume II.

Values Clarification; Sidney B. Simon, Howe and Kirschenbaum, Hart Publishing Company, Inc.

What a Silly Thing To Do; Norah Smaridge, Abingdon Press.

What Do People Do All Day; Richard Scarry, Random House.

World of Logotypes; Volume II, The Trademark Encyclopedia, Al Cooper.

FILMS

"Bicycles are Beautiful;" Dennis Films, Inc.

"Bike Talk;" Aims Instructional Media Services, Inc.

"Brand Names and Labeling Games;" Benchmark Films, Inc.

"Clarence the Car;" Singer Films.

"Clothes Around the World;" Learning Corporation of America.

"Clothing - A Pair of Blue Jeans;" Learning Corporation of America.

"Consumer Homemaking;" Encyclopedia Britannica Educational Service.

"Day in the Life of a Dollar Bill;" Paramount Communications.

"Energy-Choices-Options-Decisions." Hearst Metrotone News.

"Everything You Always Wanted to Know About How to Stop Smokers but Were Afraid to Try!;" Christmas Seal League.

"Food Supply -- Its Effects on Civilization;" Journal Films.

"Food - The Story of a Peanut Butter Sandwich;" Learning Corporation of America.

"I'm No Fool with a Bicycle;" Disney.

"Let's Visit a Shopping Center;" BFA Educational Media.

"Man's Basic Need-Natural Resources;" Encyclopedia Britannica Educational Corporation.

"Marketing and Distribution;" Encyclopedia Britannica Educational Corporation.

"Metric Measurement;" Journal Films.

"Money- What It's Worth;" Film Fair Communications.

"Octopuff in Kumquat;" Christmas Seal League.

279

280

FILMS

"Our Wonderful Body: Medicines, Drugs and Poisons;" Coronet Instructional Films.

"Poison Plants;" Encyclopedia Britannica Educational Corporation.

"Prints;" Paramount Communications.

"Riches of the Earth;" Sterling Films.

"Safety With Electricity;" Encyclopedia Britannica Educational Corporation.

"Soopergoop;" Churchill Films.

"Stuff We Throw Away;" Stuart Finley, Inc.

"The Huffless, Puffless Dragon;" American Cancer Society.

"The Navajo Indian;" Coronet Instructional Films.

"The Six Billion $$$ Sell;" Films, Inc.

"The Story of a Check;" BFA Educational Media.

"Tomatoes- From Seed to Table;" Film Fair Communications.

"Using and Caring for Art Materials;" Centron Corporation.

"We Want Goods and Services;" Arthur Barr Productions.

"What Do I Receive for My Money;" Sterling Films.

"What is Money?;" Sterling Films.

"When I Need More Money;" Sterling Films.

TEACHING KITS

"Alice in Consumerland;" January Productions.

"Clothing - Shortstrip Filmstrips;" Encyclopedia Britannica Educational Corporation.

"Consumer Skills: Understanding Labels and Warranties;" Guidance Associates.

"Dash McTrash and the Pollution Solution;" Spoken Arts.

"Dollars and Sense;" Troll Associates.

"Drugs: A Trick-A Trap;" Encyclopedia Britannica Educational Corporation.

"Economics for Primaries;" Eyegate Media.

"Economics for Primaries;" Society for Visual Education, Inc.

"Elementary Economics: Choices and Values;" BFA Educational Media.

"Getting Your Money's Worth;" Society for Visual Education, Inc.

"Goods, Services and Values: Consumer Education for Young Learners;" Doubleday Multimedia.

"How Money Works;" Learning Tree Filmstrips.

"Learning to Be a Wise Consumer;" Guidance Associates.

"Money and Time Adventures of the Lollipop Dragon;" Society for Visual Education, Inc.

"Nickels, Dimes and Dollars;" ACI Productions, Inc.

"Nutrition: Foods, Fads, Frauds, Facts;" Guidance Associates.

"Nutrition for Little Children;" Educational Activities, Inc.

"People Serving Your Community;" National Geographic Society.

"Primary Economics;" BFA Educational Media.

TEACHING KITS

"Stories About Safety;" Coronet Instructional Media.

"The Homes We Live In;" Society for Visual Education, Inc.

"The Safety Set;" Paramount Communications.

"You and Recycling;" Society for Visual Education, Inc.

"You, the Consumer;" Society for Visual Education, Inc.

"Hollywood Stars."

"Monopoly;" Parker Brothers.

"Payday;" Parker Brothers.

"Pay the Cashier;" Dolch Arithmetic Game.

FREE MATERIALS AND INFORMATION SOURCES

(REQUEST ON SCHOOL STATIONARY)

Allegheny County Health Department, Nutrition Services, 311 Ross Street, Pittsburgh, PA 15219.

1. Nutrition News
2. List of publications available

Banking Education Committee, The American Bankers Association, 90 Park Avenue, New York, New York 10016.

1. How Banks Help, John L. Cooley

Center for Auto Safety, 1223 Dupont Circle, Washington, D.C. 20036.

1. Literature for auto safety

Ceres Unified School District, Ceres, California 95307.

1. Consumer Education Responsive to Every Student: A Comprehensive Exemplary National Model

Consumer Education Organization and Implementation, Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126.

Consumer Information Center, Pueblo, Colorado 81009.

1. Children and Television (647G)
2. Keeping Poisons and Children Apart (661G)
3. The Thing the Professor Forgot (527G)
4. Give a Hoot, Don't Pollute! (524G)

Consumer Information Center, Pueblo, Colorado 81009.

1. The Consumer Information Catalog

Consumer Product Information Coordinating Center, Washington, D. C. 20407

1. Consumer Product Information Index

Department of Labor and Industry, Division of Bedding and Upholstery, Harrisburg, PA 17120

1. Information on stuffed toys

285

286

FREE MATERIALS AND INFORMATION SOURCES

(REQUEST ON SCHOOL STATIONARY)

Health Education Center, Health and Welfare Planning Association, 200 Ross Street, Pittsburgh, PA 15219.

1. Tel-Med Series (list of tapes available for listening by telephone)

Kelloggs and Company, Battlecreek, Michigan.

1. Breakfast literature

National Dairy Council, Rosemont, Illinois 60018.

National Highway Traffic Safety Administration, Office of Public Affairs, 400 Seventy Street, S.W., Washington, D.C. 20591.

1. Literature for auto safety

New Jersey Center for Consumer Education Services, New Jersey Residential Manpower Center, Building 871, Plainfield Avenue, Edison, New Jersey 08817.

1. Write for information about services available outside New Jersey.

Office of Consumer Services, Department of Health, Education and Welfare, Washington, D.C. 20201.

J. C. Penney Company, Inc. Director of Consumer Affairs, 1301 Avenue of the Americas, New York, New York 10019.

Pennsylvania Bureau of Consumer Protection, 301 Market Street, 9th Floor, Harrisburg, PA 17101

1. Brochures available on consumer concerns

Pennsylvania Department of Agriculture, Route 1, Evans City, PA 16033.

Sears, Roebuck and Company, Consumer Information Services, Department 703, Public Relations, Sears Tower, Chicago, Illinois 60684.

State Board of Education - Program Planning and Development, Springfield, Illinois 62706.

1. Consumer Education for Kindergarten Through Grade 8 (1976)

United States Department of Agriculture, Office of Communication, Washington, D.C. 20250.

1. Good Food News for Children

FREE MATERIALS AND INFORMATION SOURCES

(REQUEST ON SCHOOL STATIONARY)

United States Department of Agriculture, Office of Communication, Washington, D.C. 20250.

1. Good Food News for Children

United States Federal Trade Commission, Sixth Street and Pennsylvania Avenue, N.W., Washington, D.C. 20580.

1. "Consumer Aids" List
2. Consumer Alert (monthly newsletter)

United States Food and Drug Administration, Parkway Center, Pittsburgh, Pennsylvania 15220.